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ABSTRACT

A comprehensive strategic planning model that has been developed by Pittsburg State University (Kansas) is described. The model is presented in the following sections: University Planning and Coordinating Committee (UPCCI): The Beginning (position paper, mission statement, and continuing goals and objectives); strategic planning unit reviews (unit review model, annual strategic planning packet, sample unit plan, unit evaluations, unit assignments and schedule); internal unit assessment (sample department profile form, sample data from the Office of Institutional Research), environmental scanning (introduction and the model), the report to the president, and administrative utilization. A description of the membership rotation policy for the UPCCI is appended. Contains 18 references. (KM)

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THE PITTSBURG STATE UNIVERSITY STRATEGIC PLANNING MODEL

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Fall, 1988

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Note: Consultation and institutional data were provided by Robert B. Wilkinson, Director of Institutional Research, Pittsburg State University.

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INTRODUCTION

Pittburg State University embarked upon a strategic planning process when President Donald W. Wilson took office in December, 1983. The process began with the formation of the first University Planning and Coordinating Committee (UPCCI). Among the many accomplishments of this group's 18-months of work were a University Mission Statement with attendant Continuing Goals and Objectives.

Following this, UPCCII was constituted with the charge to operationalize the planning process and put the beginnings of a functional system in place. From this came the internal strategic planning unit review process, wherein each of the 57 units on campus submitted an annual planning document detailing their objectives and funding needs for the coming fiscal year. The UPCCII submitted an annual report to the President which included the Committee's views on University-wide priorities, budget allocations and unit planning effectiveness. Thus, planning had become clearly tied to funding.

In the spring of 1988, UPCCIII was initiated. This group continues the internal review process. Its major new thrust, however, is environmental scanning. This part of the overall strategic planning model is currently being implemented. The process will provide the mechanism for reviewing (scanning) the external environment in terms of economic, political, technological, higher educational and social/cultural issues of a strategic nature that pose potential threats or opportunities for the University.

The comprehensive planning model that has evolved is now truly strategic in nature. Internal and external monitoring of short and long range issues provides the University with the perspective to be strategically positioned for the future. The remainder of this booklet provides further details about each component part of the overall model.

UNIVERSITY PLANNING POSITION PAPER

Office of the President

Pittsburg State University

March, 1984

Planning is not a process of making decisions now about what to do in the future. Rather, it is the development on the part of individuals and/or an institution of an explicit design for the future. The design is used to organize variables into a coherent pattern. This pattern provides a frame of reference within which decisions can be made more effectively. Planning then is an attitude and a process. It is an attitude in the sense that one may accept or reject planning as a useful management tool. It is a process in the sense that it is ongoing and cyclical in nature.

An institution can become better through planning. For instance, many institutional problems are financial. For this reason, it is important to look at costs, as well as outcomes (quality). Ultimately, efficiency can only be measured if we consider cost and outcome together.

Planning is a lengthy and detailed process. It builds a logical pattern for the future -- a foundation for establishing realistic objectives which can be met. Logical steps begin with a statement of belief, progess through an analysis of what the university is, what factors are likely to have an impact, and what the continuing goals and objectives of the university should be. The process continues with the collection and analysis of data and trends, modification of objectives, and specification of steps to achieve those objectives. It is critical to note that the results of the process are then periodically and regularly renewed and revised.

Planning requires that all areas of the university be reviewed (academic, financial, student affairs, general administrative areas). Consistency should be evident at each step of the process.

The following list of steps in planning illustrate the progression of the process:

I. Statement of Belief

II. Mission

III. Basic Functions

IV. Characteristics

V. Organization

VI. Basic Policies

VII. Environment

VIII. Strengths

IX. Weaknesses

X. Assumptions

XI. Continuing Goals

XII. Objectives

XIII. Data Inputs

XIV. Trend Analysis

XV. Planning Gaps

XVI. Modificaton of Objectives

XVII. Strategies, Programs, Action Assignments

XVIII. Planning Procedure

XIX. Review and Revision

Why Planning?

The following are major reasons why it is necessary to have more effective planning:

- Rapidly increasing costs, as well as underfunding for salaries and operational expenses, have been well documented in higher education. This double-edged cost squeeze is one of the most compelling reasons for more planning, as well as for more effective implementation of plans.

- Potential sources of support -- including governmental agencies, foundations, and others -- are requiring colleges and universities seeking support to have well formulated plans. Institutions without carefully developed and documented plans are having increased difficulty obtaining support for their program proposals (accountability).

- Different types of students are seeking educational opportunities in colleges and universities. The diversity of a broader prospective student pool requires new programs, approaches, and supporting services.

- Technological advances in general, especially in the areas of computers and satellite-based communications, are modifying traditional educational patterns. In order to take maximum advantage of such advances, more careful planning is required.

- Controlled growth and development will be required, rather than the evolutionary pattern which has been characteristic in higher education. Rather than responding to change, most progressive institutions are reorganizing programs and activities along predetermined lines to meet expected demands.

- Historically, colleges and universities have let their programs and activities get "thicker" in order to accomplish educational objectives. It is more effective to "shape" the institution to meet its goals and objectives and to design programs to fit a predetermined plan, rather than adding resources to meet new needs on a crisis-to-crisis basis.

- Colleges and universities have become more complex, and planning offers a way of identifying and considering the increased number of variables. Planning can help an institution identity and utilize its resources more effectively by helping to define priorities and by assisting those who are making short-term operational decisions.

- Involvement of major elements of the college and university community, as well as communication with important publics, can be enhanced by effective planning.

- A sense of community is important for institutional advancement, and colleges and universities must learn to present a unified front to the community, Legislature, alumni, foundations and corporations. Fragmented institutions are not likely to develop strong support from external constituents.

- The economic base must be considered and reflected in the institutional plan. Our nation and the world is shifting from an industrial economy to an information/service economy.

- Management science -- the art of management -- provides tools for more effective planning. The application of these tools should be used more extensively in higher education.

- Shifting academic emphases and the changing social function of education require careful planning to maximize the impact our resources have on the quality of life and the needs of our constituents.

- Planning will help higher education to maintain healthy diversity. Without it, there is a strong possibility that many institutions will drift toward common patterns of education and lose institutional distinctiveness.

- Education should always look to the future. Public, as well as private, support is being enhanced most effectively by those institutions with the best plans -- with the best explicit designs for the future. Institutions which are not anticipating and planning will probably either be planned for by some other agency in our society or be planned out of existence.

Introduction To The Steps In Planning

Improved planning will not happen overnight. Gradually, however, the university will begin to accumulate experience in planning which will become increasingly well suited to our needs. At present, we have the immediate need for planning procedures that will help us: (1) clarify goals and objectives, as well as accomplishments; (2) show immediate improvement in operational terms; (3) identify and utilize data to support planning; (4) devise planning implementation techniques; (5) judge efficiency in relationship to the essential components of cost and outcome; and (6) define the type of institution we want to become.

The Planning Steps

Each of the individual steps in the planning process is presented here, and most are described in four components: definition, rationale, illustrative example and comments.

I. Statement of Belief -- a statement of institutional principles and philosophy which is widely accepted by the university community.

A. Rationale: This statement forms the foundation upon which planning proceeds. Unless there is a common understanding of the underlying institutional principles and philosophy which are widely regarded as being unarguable, there is a danger that the efforts of the Planning Committee and the institution will be frustrated. From this first step and continuing throughout the process, it is essential to record the results of the discussions in writing in a way that can be kept in front of the Committee and the institution.

B. Examples:

1. We believe that education, as distinct from professional or technical training, focuses on the individual student and seeks to assist students in educating themselves as rational, sensitive, and creative human beings.

2. We are convinced there are clear and precious advantages of a moderately sized comprehensive university. This includes frequent personal contact between faculty and students which is fundamental to its educational purpose.

C. Comments: There is some debate as to whether developing a statement of belief is a necessary step. Based on experience, most institutions have done less than an adequate job of setting down such statements. Where they exist, perhaps a brief review would be all that is necessary to start the planning process. But where there are no clear, acceptable statements, it is important that they be developed by the Committee.

II. Mission -- a statement of the chief function or responsibility of an institution; the broadest, most comprehensive statement that can be made about the central or continuing purpose; the significant or distinctive purpose of an institution that clarifies its role in higher education or in the larger society which higher education seeks to serve and which justifies its continued existence.

A. Rationale: The mission statement is clearly one of the most important steps in the planning process. Without this broad guideline, it is extremely difficult to develop a coherent plan. An examination of planning efforts in a variety of institutions has served to demonstrate that failure to set down a clear, concise statement of mission is one of the chief problems in planning. Such a statement should give the institution a sense of direction and should serve as the major criterion against which other elements of the planning process can be evaluated. When completed, the plan and all of its components should work toward establishing a momentum which advances the institutional mission.

B. Example: The university's mission is to provide a superior residential undergraduate and graduate experience in liberal arts and professional studies which is relevant to contemporary issues of society and which will help qualified students prepare themselves mentally and physically for moral, intellectual, social, aesthetic, and professional self-fulfillment and leadership.

C. Comments: This is likely to be the first major obstacle in the planning process. Most individuals are inclined to feel that they intuitively understand the mission of the institution. And indeed perhaps they do. It is essential, however, that there be a common understanding of the mission, since this understanding seems to vary significantly from individual to individual within the constituents of the institution, as well as in the Planning Committee itself. The mission, then, is the first critical checkpoint -- the cornerstone -- in the planning process which follows. The mission statement should be clearly understood in terms of the language and words used. It should be consistent with the statement of belief.

III. Basic Functions -- an amplification of the mission statement to enumerate and clarify the separate continuing functions of the institution.

A. Rationale: The primary reason for including this step is that it subdivides the mission statement into its component parts and rank orders the major functions of the institution, including those which may not be directly referred to in the statement. At a subsequent point in the process, an effort will be made to set goals and objectives for each of these functions.

B. Examples:

1. The primary functions of the university are teaching, scholarly activity, and service interpreted in terms of the stated mission.

2. Although this university does not view itself, as a social or political critic in an institutional sense, it does provide a congenial atmosphere in which individual members of the faculty and staff can function as critics, public servants, etc. This includes an atmosphere in which they are free to express personal views without fear of reprisal.

3. A teaching function of the university is to prepare teachers and other personnel for the public schools.

C. Comments: It may or may not be critical to include this step in all planning processes. But, since the enumeration of major functions (which might include at least teaching, scholarly activity, and service) is not likely to take a great deal of time, the inclusion of this step is recommended. It provides a useful, concise review which, when combined with statements of belief and the statement of mission, expands the foundation for planning. With the completion of this step, the Planning Committee has a common understanding of <u>why</u> the institution exists.

IV. Characteristics -- the special or identifying traits of the institution; the descriptive statements about the nature of the institution.

A. Rationale: Listing institutional characteristics is the beginning of a complete institutional inventory which will provide an overview of what the institution is at this time. The next six steps (I-J) are all part of this institutional inventory. They are part of an attempt to develop a comprehensive description of the institution as it now exists.

B. Examples:

1. The curriculum is characterized by a special emphasis on a highly effective and well developed general education program.

2. The faculty is characterized as effective in carrying out its primary commitment to teaching. Faculty members are well prepared in terms of educational background, productive in institutional service, but marginal in scholarship.

3. In economic and social terms, the student body is becoming more homogeneous and tends to come from a rural middle class background.

4. This university has potential for even greater excellence.

C. Comments: Several attempts have been made to develop a pencil and paper approach to an institutional inventory. Although it is possible to speed up this part of the process, there appears to be no substitute for extended discussions about the status quo. Since one of the reasons for including this step is to identify major areas of difference in the views that Planning Committee members and others

have of the institution, it may be possible to develop an instrument along the lines of the sematic differential, the College Characteristics Index or the Educational Testing Service's CUES. These types of approaches rapidly identify differences in institutional conceptualization and make for some economy in the process by focusing attention on the differences without having to spend time detailing the similarities as well. Characteristics should be descriptive and not expressed in an interpretive, judgmental or critical manner.

V. Organization -- a description of the lines of responsibility and authority within the institutuion, including committee structure, channels of communication, etc. Usually, these data are presented in an organizational chart.

A. Rationale: In addition to describing graphically the organization as it exists, this step should include an analysis in narrative form of how the organization really works. This step provides a guideline for the Planning Committee in determining how plans may be most productively implemented. It also serves as a starting point should organizational modifications be recommended.

B. Comments: In discussing the current organizational structure, there is a possibility that the Planning Committee might want to study various realignments. This should be avoided, since such study would require more time than is available during this part of the process. Minor changes might be proposed; however, it should suffice to establish a broad outline of the organization as it stands and to identify any major areas of weakness which should be reviewed.

IV. Basic Policies -- the arbitrary, but specific, limits placed on the freedom of decision by mutual agreement of the governing board and the major constituencies. These policies cannot be changed or selectively applied without changing the basic nature of the institution. Operational policies, in contrast, are "standardized decisions" recorded for operating convenience.

A. Rationale: Basic policies are generally not well understood and are often ignored by colleges and universities. Part of the problem stems from the fact that they are not explicitly recorded. Recorded or not, most institutions are confronted with policy constraints which should be identified. Careful discussion of basic policies can help the Planning Committee avoid internal confusion, indeed even conflict, and can obviate the need for extensive discussion in those areas in which prior policy decisions have helped to establish the fundamental nature of the institution.

B. Examples:

1. The State Board of Regents shall determine the programs which are offered and the degrees which may be granted by each of its institutions.

2. The Board of Regents shall fix tuition, fees, and charges to be collected by its institution. If an institution collects a student activity fee, the funds so collected shall be set apart and used for the purpose of supporting appropriate student activities.

3. The Board of Regents is a policy making and not an administrative body. It is bipartisan by law and non-political by tradition. Just as the Kansas institutions of higher education should not be subjected to political pressures, so should the Board of Regents be protected against political pressures.

C. Comments: Initially, this step may strike most planners as being unnecessary. Largely for that very reason, it is a critical step in the process. In addition to identifying basic policies, there probably should be some discussion of policy making procedures and the possible need to amend the policy manuals of the governing board and/or institution.

VII. Environment -- factors over which the institution has no direct control, but which influence its operation.

A. Rationale: Every institution is influenced by factors beyond its control. Therefore, in planning it is essential to identify the key points of interaction between the institution and the economic, social, and political environment within which it exists.

This step also may serve as the basis for subsequent identification of major trends which could have implications for institutional planning.

B. Examples:

1. Competition with other institutions -- profit and non-profit -- which influence our ability to recruit and retain personnel.

2. Relations with the Legislature, state administration, etc.

3. The knowledge explosion. The faculty will have an increasingly difficult time keeping abreast of developments in their professional fields. Faculty will be increasingly specialized.

4. Improved high school programs: better prepared students with different aspirations and expectations.

5. Students poorly prepared in communication and mathematics.

6. Cooperative arrangements with other institutions.

C. Comments: Institutions of higher education can no longer be insular. They must find ways of being increasingly responsive to the environment around them. The first step for planning purposes is to include important environmental factors in the overall institutional description. In addition to the value this step has for the immediate planning process, it may also assist the Committee in determining what kinds of environmental data ought to be maintained and monitored on a continuing basis. These descriptive statements may be strengths or weaknesses, but they should not be judgmental statements.

VIII. Strengths -- characteristics or intangible assets which provide a definite advantage in carrying out the mission. These usually imply opportunities for exploitation as they now exist, but beyond their present level of application. (Rationale, examples and comments are listed under the following section.)

IX. Weaknesses -- characteristics or deficiencies which impair the institution's ability to carry out its mission. These should be considered as they now exist, and they usually imply the potential for loss of competitive position or opportunities upon which the University has not capitalized.

A. Rationale: Having completed steps A-G, the Committee is now in a position to begin identifying specific strengths and weaknesses that affect planning. This is perhaps the simplest and easiest way of concluding a description of the institution as it now exists and of beginning to set down the major areas in which planning will be required.

B. Examples:

1. Heritage of high quality -- good reputation outside the University.

2. The general acceptance of the primary importance of teaching.

3. Active and loyal alumni.

4. Some faculty are interested in innovation and experimentation, and the majority are receptive to new ideas. There is an open atmosphere which invites innovation and experimentation.

5. There are some weak departments.

6. The most significant weakness seems to be that for its aspiration it is underfinanced.

7. Inefficient use of time and facilities (scheduling).

C. Comments: Identifying strengths and weaknesses should not be a particularly difficult exercise. Given success in the previous steps in the process, these two parts can serve to motivate a complete review of discussions up to this time. They also serve as an initial outline for what needs to be done in the future.

X. Assumptions -- problematical statements about the future which cannot be predicted by logical processes and which are beyond the control of the institution. Assumptions must be taken for granted until some change is warranted or occurs.

A. Rationale: There are a number of factors over which the University has little or no control, and the exact impact of which cannot be predicted logically. Thus, it becomes crucial to set down the assumptions which will serve to guide the remainder of the planning process. The judgment of the Committee regarding what assumptions need to be made is basic to all subsequent efforts.

B. Examples:

1. Presentations by prominent national and international teachers/scholars will be routinely available via satelite communications by 1990.

2. Working knowledge of personal computers and basic computer science/information systems will be required of every graduate by 1994.

3. Non-book/periodical media will constitute a significant part of the scholarly literature with related automated research facilities in several areas by 1990.

4. Geographical isolation will become increasingly significant.

5. Ethnic mix of incoming students will change with more blacks and hispanics enrolling.

6. Inflation will average six percent per year.

C. Comments: The Committee will need to set specific parameters on how far afield they range in this area. Setting down assumptions is more than merely an exercise. They should be viewed as important points of reference in making future decisions. The attempt to identify relevant assumptions should begin with a review of all previous discussions for the underlying factors which will impact the university. The value of much of the Committee's preceding work is likely to become apparent when the team begins to highlight assumptions and to seek out and utilize outside studies and professional resources. Since assumptions deal with the unpredictable future, they should be periodically reviewed and revised as changing conditions necessitate. When assumptions change, it will undoubtedly become necessary to make other changes in the institutional plan.

XI. Continuing Goals -- quantitative and qualitative statements representing the continuing intent to attain measurable levels of achievement. They serve as a guide in formulating specific objectives, allocating resources, and in developing plans for accomplishments. Collectively, the goals describe the institution as it ought to be.

A. Rationale: With this step, the Planning Committee begins to focus on where the institution should be headed. Planning can be thought of, in John Gardner's words, "As attending to the goals we ought to be thinking about and never do -- the facts we do not like to face and the questions we lack the courage to ask." Having completed a discussion of why the institution exists, having developed an inventory which describes the <u>status quo</u>, and having set down assumptions about the unpredictable future, the Committee should be ready to answer the question, "Where do we want to go?"

B. Examples:

1. To strengthen the tradition of a community of teacher-scholars and students living and working together in an intellectual and social environment which promotes interchange and mutual enrichment among all constituents.

2. To maintain and enrich a range of intellectual, cultural, social, and athletic activities which give both undergraduate and graduate students the opportunity to pursue experiences which are not available in the classroom or laboratory.

3. To provide undergraduate students in appropriate majors with off-campus educational experiences.

C. Comments: Many planning efforts try to begin with a discussion of goals. It should be noted that in this process, definition of goals deliberately follows the establishment of significant background information. One of the difficult parts of this process is to table the discussion of goals until sufficient data has been collected and discussed in preparation for this step.

Unless discussion of goals is rather deliberately delayed, the planners are apt to get hopelessly confused with regard to the necessary separation of means and ends.

As will be noted, the development of continuing goals and the development of specific objectives are separate steps in this process. One might argue that these may be combined. Experience with other institutions, however, strongly indicates the desirability of separating the two steps. Continuing goals are interpreted to be the broad, ongoing aims of the institution and may or may not be expressed in quantitative terms. Once the overall goals structure has been established, it then becomes possible to examine each goal to derive specific statements of objectives.

XII. Objectives -- specified ends toward which individual and institutional efforts and ambitions are directed. Objectives should be achieved at a definite and identified point in time and may be short or long range. The objective structure should provide a guide to decisions or actions. Combined with continuing goals, objectives also provide a basis for data collection and analysis which will serve to guide the planning process. Objectives must be traced back through the process and be related to various areas, ultimately to the mission statement.

A. Rationale: The objective structure of the plan becomes the controlling influence in gathering data and in working out details of the plan.

B. Examples:

1. Size of the university: the total on-campus enrollment in full-time equivalents will be 4,000 by 1990, composed of roughly 1,875 men, 2,125 women -- 850 of whom are graduate students in pre-doctoral programs.

2. Maintain student aid at a constant fraction of educational and general expenses throughout the decade, using 1983-84 as a base year, without regard for the source of funds.

3. Priorities for a construction schedule.

Renovate Porter, Willard, Bowen, Horace Mann and Hartman Halls
Complete VTI Complex
Renovate Brandenburg Stadium
Performing Arts Center

4. Average faculty salary competitive in all disciplines with peers by 1990.

C. Comments: Because of the crucial impact of this step on the remainder of the planning process, objectives should be worked out with great care. Here, almost more than any other part of the process, the planners should be given ample opportunity to discuss and debate the statement of objectives. These specific targets need to be made as explicit and specific as possible, preferably in quantitative and measurable terms.

XIII. Data Inputs -- an information base for analysis of institutional trends, forecasts of the future and the establishment of the measures of performance. Development of relevant data inputs comes at this stage in the process in order that other steps are verified and in order that they are not predetermined by data.

A. Rationale: There is a common tendency to collect more data than is neccessary for planning purposes, and this too often confuses the planners and process. It is important to have the Committee agree on exactly what kind of information is required and to target research and collection in key areas.

B. Examples: Some of the categories under which data should be collected are listed here for reference.

1. Admissions

2. Data on national candidate pools, including breakdowns by ability to finance an education and qualitative characteristics as measured by ACT or other scores.

3. Student aid

4. Faculty information

   Total personnel in educational operations
   Compensation
   Average teaching load
   Retirements and resignations
   Net additions
   Average age
   Percent Ph.D. and terminally qualified.
   Non-teaching professional personnel

5. Data on national and peer faculty salaries

6. Distribution of enrollments by Department and School

7. Gross calculation of instruction loads

8. Instructional space needs

9. Facilities inventory

10. Total income

11. Total expenditures

12. Data on expenditures per student in major expense categories

13. Assumptions for income projections

14. Assumptions for expense projections

15. Summary of general administrative expenses

16. Summary of instructional expenses

17. Summary of library expenses

18. Summary of general institutional expenses

19. Summary of public service expenses

20. Summary of student service expenses

21. Growth of assets -- total assets

22. Growth of assets -- endowment fund

23. Growth of assets -- plant funds

24. Sources of educational, general and student aid income

25. Distribution of educational, general and student aid expenses

26. Comparative data from peer institutions

27. Financial profile of Pittsburg State University 1973 - 1984

28. Data on national individual Income

29. Data on fund-raising activities at Pittsburg State University

30. Analysis of alumni population

C. Comments: The first decision that needs to be made is how much data should be collected and what period of time is required. Generally, data should not be collected back beyond the point in history when any significant change occurred in the institution, such as the appointment of a new president or major changes in the size of the university or the curriculum, etc. After making a judgment about the historical period to be reviewed, the Committee needs to decide what specific information is required and in what form. Once collected, the date can be analyzed prior to a continuation of the planning process.

XIV. Trend Analysis -- the identification of the dynamics of the institution as it now exists. The assumption is that trends will continue unless specifically changed or unless environmental influences "force" change.

A. Rationale: The purpose of trend analysis is to establish base lines from which natural institutional momentum may be measured. Once defined, they are used to determine the magnitude of the planning gaps which must be filled.

B. Examples: This analysis is developed in terms of ratios similar to the examples presented here. The use of ratios simplifies the process of analysis and helps to avoid the confusion that usually results from attempting to examine raw data.

AVERAGE EXPENSE PER STUDENT

	1978	1979	1980	1981	1982	1983
Gen. Adm./Edu. & Gen.	.065	.071	.062	.065	.063	.067
Student Services/Edu. & Gen.	.126	.075	.069	.079	.074	.112
Pub. Services/Edu. & Gen.	.068	.075	.069	.079	.074	.072
Gen. Institutional/Edu. & Gen.	.012	.015	.031	.039	.040	.040
Instr'l & Research/Edu. & Gen.	.555	.530	.516	.520	.564	.524
Libraries/Edu. & Gen.	.053	.049	.050	.049	.049	.049
Operat'l & Main./Edu. & Gen.	.122	.108	.110	.109	.125	.098

XV. Planning Gaps -- planning gaps represent the difference between trend forecasts and desired quantitative objectives.

A. Rationale: Planning gaps are identified by comparing what the institution has indicated as its specific objectives and the natural momentum which is forecasted with the use of historical data.

B. Example:

Category	1980-81 Actual	1986 Forecast	1986 Objective	Planning Gap
Undergraduate Enrollment	3,961	4,000	4,400	+ 400
Tuition & Fees	1,800	3,200	2,950	- 250

XVI. Modificaton of Objectives

A. Rationale: Specific planning gaps which are identified will give an overview of the planning challenges. In all likelihood the institutional objectives will call for programs of greater magnitude than is realistically possible. Therefore, it is imperative to review and modify objectives to bring aspirations in line with reality.

B. Comments: Even if the overall objective structure is not modified by either changing and/or eliminating specific objectives, this step requires the Planning Committee to reorder the objectives in terms of priorities.

XVII. Strategies, Programs,and Action Assignments

(Since these three steps are all part of the process of determining how the institution will go about accomplishing its objectives, they are presented together. In essence, the question of "how" is taken up first in general terms (strategies). These are then broken down into programs which can be detailed in very specific "action assignments.")

A. Rationale: The entire purpose of everything that has happened in the planning process thus far is to provide a sound foundation for determining how the institution ought to move toward its objectives.

1. Strategies: Broad guidelines for employing the resources of the institution to afford maximum support of goals and achievement of specific objectives.

2. Programs: Programs are derived from strategies and constitute a concise outline of a schedule or system under which action may be taken toward desired goals or objectives. These are usually stated as proposed projects or plans.

3. Action Assignments: Assignments to particular individuals, working on a time schedule, for specific action steps required in carrying out programs.

B. Comments: At this point the pieces of the puzzle begin to fit together. Although this in many ways is a satisfying part of the process, it also is an extremely difficult one for many college and university planners. Many participants feel more comfortable describing their institutions and determining where they would like to go than they do in dealing with the tough decisions about how they want to get there. Moving from the general to the particular (strategy to action assignment) seems to facilitate those steps.

XVIII. Planning Procedure -- a procedure and timetable for continuous planning activities has to be developed. This planning procedure should be concerned with three general subjects. The first relates to the structure necessary to carry out the planning process, and the second concerns the methods used in developing and approving the plan. The third integrates the mechanisms for planning (groups and structure) and a planning calendar or time line.

The planning procedure specifies both the groups and the levels at which planning is done. These groups fall into a number of areas: instructional, academic support, student affairs, institutional support, business service, institutional governance, administrative management areas, etc. The planning procedure must identify which groups plan at which level (e.g., program, department, school,). A structure must then be defined that will incorporate the processes through which plans will be developed, integrated, reviewed, revised, approved, and assigned for implemention. Provisions for resolving differences, as well as specific definition of responsibilities, authority, and accountability, need to be outlined for each planning group and at each planning level.

Assigning responsibile components, schedules, and planning calendars is very important to the process. These schedules should be developed around institutional time parameters such as budgeting, personnel actions, meet and confer objectives, class scheduling, etc. The result of step XVIII then is a plan to plan. It is the "how to" of the entire planning process and a "road map" which specifies actions to be taken, tasks to be completed, and jobs to be done.

XIX. Review, Revision and Utilization -- The final step in the planning process should include a schedule for reviews and revisions of the plans. Plans ought never to be rigid or inflexible, and they should be developed in a format which facilitates review at least once a year. These annual reviews and revisions should be related to other program and budgetary procedures of the university. Once completed, the documents developed during this process should be widely circulated to all members of the university community. Its representatives and members have been asked to comment on the document throughout the process, as well as to set up mechanisms for completing more detailed planning for the Schools, Departments and administrative units of the University. An extensive summary should also should be developed and communicated to the Board of Regents, the Legislature, alumni, friends, and appropriate peer college and universities. These groups will have been informed regularly of the work of the planning group and should be knowledgable of the initial and subsequent outcomes.

MISSION STATEMENT

> A statement of the chief function or responsibility of an institution; the broadest, most comprehensive statement that can be made about the central or continuing purpose; the significant or distinctive purpose of an institution that clarifies its role in higher education in the larger society which higher education seeks to serve and which justifies its continued existence.[1]

The mission of Pittsburg State University is to provide quality graduate and undergraduate degree and non-degree programs in the professions, liberal arts, vocational technical fields and continuing education for all qualified students. The University is committed to teaching, scholarship and service. To accomplish these missions, the University recognizes five areas of responsibility.

The University must encourage excellence in teaching.

The University must promote scholarship and creativity by advancing theory and practice in academic disciplines and other fields of study, and by enhancing individual expertise.

The University must provide programs and services that encourage students and other individuals to grow intellectually, socially, emotionally and physically.

The University must support an organizational and interpersonal structure which allows individuals to achieve their potentials.

The University must provide multi-cultural, intellectual and technical leadership and support, contribute to the economic development of the region and to the preservation and enhancement of our heritage.

CONTINUING GOALS AND OBJECTIVES

> Quantitative and qualitative statements which represent the continuing intent to attain measurable levels of achievement. They serve as a guide in formulating specific objectives, allocating resources and in developing plans for accomplishments. Collectively, the goals describe the institution as it ought to be.[1]

> Specified ends toward which individual and institutional efforts and ambitions are directed. Objectives should be achieved at a definite and identified point in time and may be short or long range. The objective structure should provide a guide to decisions or actions. Combined with continuing goals, objectives also provide a basis for data collection and analysis which will serve to guide the planning process. Objectives must be traced back through the process and be related to various areas, ultimately to the mission statement.[1]

The Committee is aware that there is an overlap of statements among the objectives, intentionally so because in most cases they do overlap. In addition, repetition of objectives adds emphasis and importance to them.

All goals and objectives are important; therefore, the Committee has not arranged them in any order of priority.

To accomplish the mission of the University, the following goals and objectives have been established.

I. Academic

A. Goal: To enhance the rigor and academic integrity of instruction.

Objectives:

1. To foster, reward and recognize teaching excellence.
2. To encourage aesthetic growth and cultural development in the region through the visual arts, performing arts and literature.
3. To commit to a quality general education program stressing verbal, analytical and quantitative skills and encouraging aesthetic growth and cultural development in all students.

I. Academic (continued)

4. To meet professional/accreditation standards for all academic programs.

5. To provide students with active involvement in the learning process, through experiences such as internships, practica, simulations, games and experiential learning.

6. To assure that any external academic programs maintain the same levels of rigor and academic integrity as the main campus, without compromising the programs and services provided on the central campus.

7. To implement a University-wide curricula evaluation program which operates on a regular basis.

8. To implement a non-threatening procedure to provide feedback on instruction, through the use of a reliable, valid, nationally normed instrument.

9. To enhance library and computer resources and services which will fulfill curricular and research needs.

B. Goal: To provide increased support for scholarly activity.

Objectives:

1. To provide incentive for the faculty and students to publish and practice their work.

2. To encourage basic and applied research by providing facilities, resources and funding.

C. Goal: To provide increased support for service.

Objectives:

1. To provide incentive for faculty and staff to increase service to the region by providing adequate facilities, resources and funding.

2. To provide leadership and support for the economic development of the region.

3. To communicate the University's needs to federal, state and local government agencies.

4. To create and maintain contact with international educational institutions and foreign governments, and to coordinate these communications and contacts.

D. Goal: To provide increased support for professional development.

Objectives:

1. To conduct on-campus seminars and workshops for staff.

2. To develop a funded sabbatical program.

3. To encourage and facilitate exchange programs.

E. Goal: To be aware of and respond to trends affecting education.

Objectives:

1. To monitor changes in career opportunities and offer services and programs that will prepare students and facilitate their entry into their chosen profession.

2. To implement in appropriate disciplines a diagnostic system, such as the "Northeast Missouri State Value-Added Component" for assessing the effectiveness of the students' education at PSU.

II. Administration and Organization

A. Goal: To review and, where appropriate, restructure academic and administrative organizational policies.

Objectives:

1. To allow greater flexibility in academic programs, by reviewing and coordinating the governance policies of academic divisions, such as procedures to allow interdepartmental programs and team teaching.

2. To eliminate redundant and unnecessary committees.

3. To review the University network of written communication and eliminate unnecessary paperwork.

B. Goal: To review and, where appropriate, restructure functions and responsibilities within administrative positions.

Objectives:

1. To shift resources whenever possible to the teaching and scholarly activities of the University, by administrative reorganization, combination of appropriate programs and elimination of administrative functions.

2. To communicate effectively civil service employment opportunities as they arise.

III. Recruitment, Admissions, Retention

A. Goal: To communicate the image of PSU effectively to its significant publics.

Objectives:

1. To establish PSU as the regional university serving the four-state area.

2. To market nationally/internationally selected academic programs as determined through careful evaluation and observation.

3. To enhance programs for systematic continued contact with alumni, in addition to contacts requesting donations.

4. To enhance programs for involving students in Alumni Association activities prior to their graduation dates.

B. Goal: To attract and retain qualified students for graduate and undergraduate degree and non-degree programs.

Objectives:

1. To develop a program for providing in-state tuition fees for students in select counties in the states of Missouri, Arkansas and Oklahoma.

2. To improve advisement and counseling, especially for lower division and transfer students.

3. To provide adequate academic support services.

4. To increase opportunities for financial support for deserving students, including the development of innovative aid programs.

5. To identify specific retention characteristics and establish programs to enhance and communicate those characteristics.

IV. Funding

A. Goal: To assure that University funding reflects the University objectives and priorities.

Objectives:

1. To establish a local and systematic approach to budgeting.

2. To formalize the funding allocation process and include additional constituents in the process.

3. To communicate the allocation process to all University units.

4. To seek increased sustained financial support from sources in addition to legislative funding.

V. Organizational Climate

A. Goal: To develop and maintain a climate which fosters productivity and student satisfaction.

Objectives:

1. To maximize student involvement and growth experiences through the provision of adequate resources to existing co-curricular programs and activities.

2. To nurture and develop an environment which emphasizes acedemic creativity, cultural, recreational and vocational experiences for all students and to foster excellence in the scope and quality of each student's experiences.

3. To simplify the procedures for student enrollment, financial aid, student employment and other support services.

4. To improve the quality of student life by expanding on-campus recreational opportunities, parking, etc.

5. To monitor shifts in occupational demands, enrollment trends and academic needs of transfer students.

B. Goal: To develop and maintain a climate which is conducive to the recruitment, productivity, and retention of high quality faculty and staff.

Objectives:

1. To reduce unnecessary paperwork through the simplification of the University's organization structure and committee system, while maintaining participative decision making.

2. To limit the number of committees on which University members are allowed to serve.

3. To shift the focus of performance appraisals from merit raises to professional improvement.

4. To develop a system, aside from the annual performance appraisal, to distinguish and recognize teaching effectiveness.

5. To maximize student involvement and growth experiences through the provision of adequate resources to existing co-curricular programs and activities.

6. To improve the quality of working life of University personnel by expanding on-campus recreational opportunities, tuition waivers, parking, etc.

7. To provide salaries, benefits, working conditions and support services comparable to those of peer institutions.

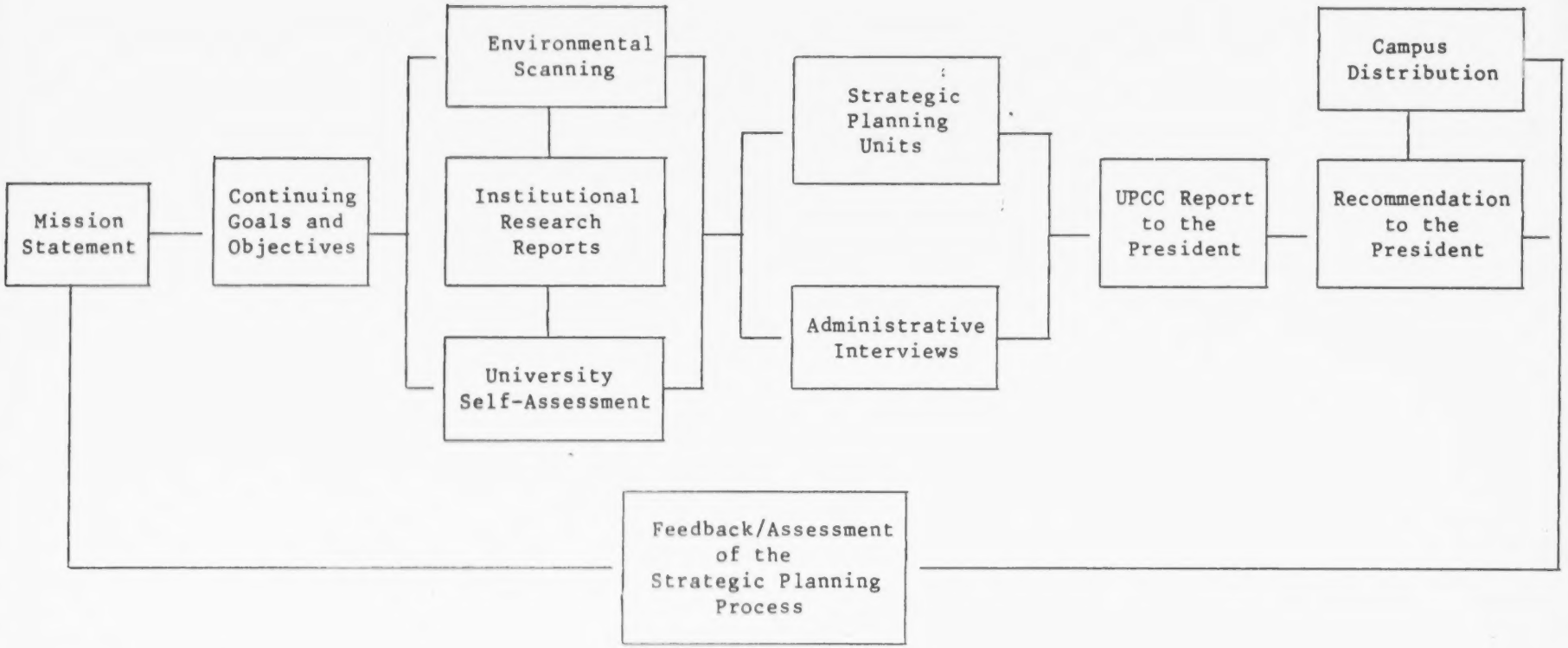


Figure 4. The Strategic Planning Unit Review Model.

PITTSBURG STATE UNIVERSITY
UNIVERSITY PLANNING AND COORDINATING COMMITTEE

Introduction

Enclosed is your strategic planning packet for Fiscal Year 1991. The Committee has attempted to simplify the procedures for you, while at the same time increasing the amount of information to us. These changes are reflected in the attached written planning procedures and the interviewing process, respectively.

Strategic Planning

As used throughout this document and in the planning process, strategic planning refers to the positioning of units within the University in order to provide instruction and services for the future. Short term (1-2 years) and long term (3-5 years) goals should be established and serve as a focus as fiscal year plans are made.

Purpose of the University Planning and Coordinating Committee (UPCC)

The purpose of the University Planning and Coordinating Committee (UPCC) is to bring together in a coordinated fashion the strategic planning efforts of the 57 units throughout the University.

1. We are ADVISORY in nature and represent ONE OF SEVERAL sources of input to the President for decision making purposes.

2. We are an ADVOCACY group for University initiatives.

3. We represent a direct line of communication between units as a group and the central administration with respect to strategic planning.

4. Our goals are to simplify and systematize the strategic planning process and help ensure that unit plans reflect University mission, continuing goals and objectives.

5. We attempt to distill and synthesize unit plans and identify major thrusts being addressed across campus.

For FY 1989, we identified five University-wide priorities to which we added two for FY 1990. These are shown in alphabetical order with the appropriate fiscal year (s) designated.

a. Computers FY89, FY90
b. Equipment FY89, FY90
c. Facilities FY90
d. Library acquisitions FY89, FY90
e. Marketing FY89, FY90
f. Positions FY89, FY90
g. Professional development and research FY90

In addition, we offered our RECOMMENDATIONS regarding budget allocations. UPCC DOES NOT MAKE DECISIONS ABOUT BUDGET ALLOCATIONS.

On the next few pages are instructions for completing your strategic plans. The basic approach is as before. Also included in this packet is the strategic planning timeline and the University Continuing Goals as revised by UPCC on May 4, 1987.

The Process

1. Develop objectives which reflect new initiatives for your unit for the next fiscal year (two years from now).

   Objectives are the major accomplishments for which you are striving, e. g., implementation of computer applications in existing curriculum. Under the objectives are the more specific strategies you will employ to accomplish the objectives, e. g., development of a ten-station microcomputer laboratory. Next, you indicate funding requirements and the expected completion date. If you want to break down an objective beyond strategies into more specific tasks, etc., you may, but it is not required. We are interested in new initiatives for your unit. On-going or routine activities need not be addressed unless, in your opinion, they pertain to and/or clarify a new initiative. This could be shrinkage and cutbacks, as well as expansion and growth. It may or may not be tied to institutional funding.

2. Review of all unit planning documents by UPCC.

   Sub-Committees of UPCC will be assigned unit plans to review from which reports will be made to the whole Committee. At this time, initial reviews and recommendations will be developed. UPCC members do not review their own units.

3. Conduct interviews with administrators by UPCC.

   Unit planning documents, as well as UPCC's initial comments, will form the basis for interviews with the unit heads. Interviews for clarification will be conducted by UPCC before final conclusions and recommendations are forwarded to the President. Interviews are optional. Administrators will be contacted about interviews and may indicate at that time if they want one scheduled.

4. Final recommendations will be made by UPCC.

   The Committee will compile its annual Report to the President. The Report will be made available to the campus community.

Instructions

Right now we are concerned with Step 1 of the four-step process. Detailed instructions and several examples of unit objectives follow. Basically, there are six parts to the planning document: 1) unit mission statement, 2) strategic goals for the next three to five years, 3) unit progress during past year, 4) unit status during next year, 5) priority initiatives for the next fiscal year and 6) unit objectives.

Unit Mission Statement

This is the broadest, most comprehensive statement that can be made about the central purpose of the unit. It addresses the significant, distinctive purpose of the unit, and it justifies its existence within the University structure. This statement should be consistent with the Program Review for the unit.

Strategic Goals for the Next Three to Five Years

To be truly strategic, unit planning must include a more farsighted look to the events anticipated in the future. Units should try to identify significant changes they believe may occur in the next three to five years that will affect them and for which they should begin preparations. This long range perspective can allow a unit to be more proactive, rather than reactive. An example might be accreditation, in which a substantial investment of human and fiscal resources over several years time is often required. Another might be the development of a new program of study. In either case, needs could not likely be met in one year.

Unit Progress During Past Year

This gives you the opportunity to briefly share significant events of the past year you deem appropriate. Selected highlights, accomplishments and progress is sought, rather than a comprehensive listing of activities. Changes relevant to strategic planning for the unit are most important.

Status of Unit During Next Year (1989-90)

Since strategic planning addresses the fiscal year two years hence, this statement serves as the transition from the present to the future. This is basically a brief statement of what you believe will change and be different during the next twelve months.

Priorities for Next Fiscal Year (1990-91)

Briefly list from one to five new initiatives you want to pursue during the next fiscal year. If you list more than one, put them in priority order with 1 being the highest. Priorities do not have to have funding attached, i. e., any initiative could be a priority. These priorities need to be detailed in the unit objectives and strategies.

Unit Objectives

An objective is a major initiative you wish to accomplish. Strategies are specific activities which will help you achieve the objective. Additional resources include anything needed (equipment, services, expertise). Additional funds address dollar amounts needed through the institution. Monies from other sources, such as donations or matching grant funds, should be listed in parentheses to distinguish them from requests for institutional funding. You have been given one planning page to duplicate as needed. Attached are several sample unit objectives. When the unit objectives have been finalized, complete the University Continuing Goals checklist.

University Continuing Goals Checklist

This page is intended to show which of the broad University-wide goals your objectives relate to. Simply check the goals which were addressed in your plans.

Departmental/Unit Profile

The last attachment is your Departmental/Unit Profile as provided by the Office of Institutional Research. At the time of this writing, printed profiles were not available. However, the Office of Institutional Research had compiled all of the data. Should the profiles still not be available when this document is due, you can provide the data using the form attached to these instructions. The Office of Institutional Research can provide you with any missing data.

Final Planning Document

Your final document will contain the following pages in the order listed below:

1. Unit Assessment Form containing your Mission statement.
2. Unit Strategic Goals, Progress and Status page.
3. Unit Priorities page.
4. Objectives, Strategies and Time-frame page(s).
5. University Continuing Goals Checklist page.
6. Departmental/Unit Profile page(s).

UNIVERSITY STRATEGIC PLANNING TIMELINE

September 15, 1988	Begin preparing unit plans including resource requirements for FY 1991.
November 1, 1988	Unit Supervisors (Deans, Chairs, Directors) plans for FY 1991 to the President's Office for UPCC review with a copy to appropriate Dean, Director or Vice President.
December 1, 1988	Vice Presidents plans for FY 1991 to President's Office for UPCC review.
January 9, 1989	UPCC meetings scheduled with individual Unit Supervisors to discuss FY 1991 plans.
February 3, 1989	Vice Presidents' recommendations for FY 1991 Legislative Budget Requests to the President.
February 17, 1989	UPCC's recommendations for FY 1991 to the President.
March 1, 1989	Preliminary review of Capital Improvements.
March 15, 1989	Preparation of final written copy of the new and improved program materials to be included in the Legislative Proposal.
March 21, 1989	Final copy of the Capital Improvements Legislative Request.
May 1, 1989	Final information for Legislative Budget Proposal to the Vice President for Business and Fiscal Affairs.

UNIT ASSESSMENT FORM

PLANNING FOR FY ___

Date: _____

Organizational Unit: _____

Unit Administrator: _____

Phone Extension: _____

UNIT MISSION STATEMENT:

Organizational Unit: _____ Page ____ of _____

Date : _____

Objectives, Strategies, Time Frames	Additional Resources	Additional Funds

Organizational Unit _____ Page ____ of _____

Strategic Goals for Next Three to Five Years:

Unit Progress During Past Year:

Status of Unit During Next Year (1989-90):

Organizational Unit _____ Page ____ of _____

Priorities (1-5) for Next Fiscal Year (1990-91):

PITTSBURG STATE UNIVERSITY
UNIVERSITY PLANNING AND COORDINATING COMMITTEE

University Continuing Goals

Please place a check mark in the blank to the left of each University Goal below which is reflected in one or more of your unit objectives, i. e., indicate which University Goals are reflected in your initiatives. During any one planning year, your initiatives need not address each University Goal.

I. Academic

____ A. Goal: To enhance the rigor and academic integrity of instruction.

____ B. Goal: To provide increased support for scholarly activity.

____ C. Goal: To provide increased support for service.

____ D. Goal: To provide increased support for professional development.

____ E. Goal: To be aware of and respond to trends affecting education.

II. Administration and Organization

____ A. Goal: To review and, where appropriate, restructure academic and administrative organizational policies.

____ B. Goal: To review and, where appropriate, restructure functions and responsibilities within administrative positions.

III. Recruitment, Admissions, Retention

____ A. Goal: To communicate the image of PSU effectively to its significant publics.

____ B. Goal: To attract and retain qualified students for graduate and undergraduate degree and non-degree programs.

IV. Funding

____ A. Goal: To assure that University funding reflects the University objectives and priorities.

V. Organizational Climate

____ A. Goal: To develop and maintain a climate which fosters productivity and student satisfaction.

____ B. Goal: To develop and maintain a climate which is conducive to the recruitment, productivity, and retention of high quality faculty and staff.

Department Profiles -- Pittsburg State University

	1984 1985	1985 1986	1986 1987	1987 1988	1988* 1989
Department:					
Majors					
Lower					
Upper					
Grad.					
Total					
Credit Hours					
Lower					
Upper					
Grad.					
Total					
Degrees Awarded					
Cert.					
A.A./A.S.					
Bachelor's					
Master's					
Ed. Spec.					
Total					
FTE Faculty					
G.A.'s FTE					
FTE Classified					
Student Workers					
Salaries					
Faculty					
Classified					
G.A.					
Student					
Student(R)					
Total					
OOE					
OOE(R)					

* These are budgeted and not actuals
(R) = Restricted

Organizational Unit: Enrollment Management

Date : November 23, 1987

III. Recruitment, Admissions, Retention B. Goal: To attract and retain qualified students for graduate and undergraduate degree and non-degree programs.

Sample

Objectives, Strategies, Time Frames	Additional Resources	Additional Funds
1. Objective: Provide portable microcomputer support for recruitment staff. Strategy: Seek funding for 4 microcomputers capable of accessing through modem the student data base and presenting off-campus student status, financial aid awards, etc., while in the field. The capability to enter information requested by prospective students in the field would allow the request to be forwarded to the office for immediate handling instead of waiting to the end of an extended recruiting trip. With the enhanced capability of performing needs analysis in the field, preliminary financial aid packages and estimates would enhance our recruitment services. The units should be easily adapted to serve as mainframe data-entry and inquiry terminals for the counselors when they are in the office. Completion date: August 15, 1989	4 microcomputers with internal modem, word-processing and file maintenance software; removable LED screen 2 dot matrix printers Increased phone charges	8,000 500 200
2. Objective: Expand data processing capabilities with additional software Strategy: Continue striving for enhanced financial aid software to include financial aid history files, needs analysis module, and a complete forms-needed and receive tracking system. These changes are becoming much more critical as federal guidelines and packaging processes are being completely re-written. Much needed improvements of the current system are undertaken as possible by Information Systems. A much higher priority must be given to complete these major reprogramming and system development efforts. (A more complete description of these needs is contained in the October 27, 1987, computer planning document from Enrollment Management.) Completion date: As soon as possible - July 1, 1989.	Congressional methodology software Development costs	500 800

Organizational Unit: NURSING Page 4 of 5

Date : November 13, 1987

Sample

Objectives, Strategies, Time Frames	Additional Resources	Additional Funds
1. Achieve National League for Nursing reaccreditation of the nursing program in fall 1989. STRATEGY: Departmental faculty members will complete the self-study and prepare the report that will be due in summer of 1989. COMPLETION DATE: Fall 1989 for visit; results in March 1990.	Support from administration, library, other depts. & services in preparing the report and during the site visit.	Travel and per diem for at least 2 site visitors.
2. Obtain a bank of 10-12 microcomputers to implement current technology in nursing and to provide current information for students. STRATEGY: Prepare and submit a grant request to the Helene Fuld Trust Fund to support the development of a microcomputer lab for nursing needs. COMPLETION DATE: December 1988 for submission of grant application by Chair and assigned faculty member in amount of approximately $15,000.	Technical assistance in grant writing. Costs of installation or services of campus personnel.	($15,000)
3. Upgrade educational materials including audiovisuals, computer software, and innovative learning programs. STRATEGY: Members of department solicit additional funds through the Alumni Foundation Phonothon, etc., and carefully allocate funds obtained to meet the educational materials needs of faculty and students. COMPLETION DATE: Ongoing. Approximately $7,000 have been raised in past two years for this purpose, but more aggressive measures are needed to achieve the goal.	Some technical assistance from Instructional Media.	None expected.
4. Continuously seek support and funding for a full-time instructor for the Skills and Learning Lab to allow these units to become functional & efficient. STRATEGY: Reorganize the teaching load of current faculty members to assure adequate coverage of the labs. (Note, however, that this will reduce the potential for that faculty member to teach and particularly remove that person from clinical supervision, thus, further reducing the number of students that may be admitted to the nursing major.) COMPLETION DATE: Fall 1989.	(Regents told us to reorganizing within	do it by the dept.)

UNIT ASSESSMENT FORM
PLANNING FOR FY 90

Date: November 1, 1987

Organizational Unit: Department of Psychology and Counseling

Unit Administrator: Robert L. Sheverbush, Chairperson

Phone Extension: 4521

UNIT MISSION STATEMENT:

The mission of the Department of Psychology and Counseling is to create an environment which provides quality learning experiences for individuals at the undergraduate and graduate levels who are interested in the practical and the scientific study of human behavior. To that end, we believe faculty must be encouraged to strive for excellence in teaching; we believe scholarship must be actively supported; and we believe our programs and services to students must address not only their intellectual but their social and psychological needs as well. The department should continue to maintain and solidify a position of regional leadership and national visibility by serving as a training resource for aspiring and practicing professionals in the human services disciplines. We believe strongly in the mental health professionals in the four state region and in our commitment to serve them as an ambassador of Pittsburg State University.

Organizational Unit Psychology & Counseling Department

Unit Progress During Past Year:

The Department continues to serve the needs of Pittsburg State University with service courses in psychology, and to train clinicians, educators, and scientist/practioners to serve in the schools and mental health and social agencies in Southeast Kansas and the entire midwest region. The number of majors in the Department is 347, exactly the same as last year. The credit hour production was 5,272 for fall 1987 and the highest that this department has ever produced. The Department is staffed by a young, vigorous, updated faculty supplemented by an outstanding adjunct and part-time faculty. The level of involvement and commitment of the psychology and counseling departmental team is becoming well known in the state, region, and nation as evidenced by presentations, attendance at conventions, and memberships and offices held in state, regional, and national organizations. Faculty members associated with the family therapy training program have now been awarded the American Association of Marriage and Family Therapy supervisor status. Research and grant efforts among the faculty are at the highest level they have ever been in the previous twenty-five years. (continued)

Status of Unit During Next Year (1988-89):

It is hoped that in the next twelve months our agency counseling program will achieve CACREP accreditation. This is exceptionally important since twenty-five states, including Kansas, now regulate the practice of counseling. We anticipate having a family therapy clinic operational with two suites. We hope also to have one or more service contracts signed through the clinic. This effort in family therapy cannot, however, be continued without securing proper long term funding for the program and the maintenance and improvement of clinical facilities. The Department will continue to establish new fieldwork and practicum sites throughout the region. These contacts have generated considerable goodwill within the communities surrounding Pittsburg. Because of the tremendous growth in the number of majors over the past several years and our efforts to provide service courses, it is extremely important that an additional faculty member be added in psychology. The Department will continue to teach laboratory sections of General Psychology, however, this will be difficult without equipment and additional staff. We will continue to establish cooperative efforts with the School of Technology and Applied Science and the Kelce School of Business and (continued)

Priorities (1-5) for Next Fiscal Year (1989-90):

1. Experimental/Cognitive psychology faculty position
2. OOE increase
3. Maintain and strengthen the Family Therapy program by providing salary funds for part-time and summer positions
4. Continue to upgrade computer and other laboratory facilities
5. Continue with aggressive recruitment and retention of students

UNIT PROGRESS DURING PAST YEAR: (continued)

One-third of the mini grants under Title III recently awarded were given to faculty members in the Department. In fact, three out of three submissions were awarded. The Department has organized a student psychology association in addition to the honorary Psi Chi organization. The family therapy program is operational, although not funded on a permanent basis. There remains a great need for an additional staff member in cognitive/experimental psychology in order to allow us to meet the increasing demands of our core courses.

STATUS OF UNIT DURING NEXT YEAR (1988-89): (continued)

Economics. We will continue our efforts to assist in the preparation of premedical and predental students. It is hopeful that we will also have a cooperative doctoral program with the University of Arkansas within the next twelve months. Through all of these efforts, the faculty's committee obligations and other contributions, the Department of Psychology and Counseling is making substantial contributions to the mission and goals of Pittsburg State.

PITTSBURG STATE UNIVERSITY
UNIVERSITY PLANNING AND COORDINATING COMMITTEE

University Continuing Goals

Please place a check mark in the blank to the left of each University Goal below which is reflected in one or more of your unit objectives, i. e., indicate which University Goals are reflected in your initiatives. During any one planning year, your initiatives need not address each University Goal.

I. Academic

__X__ A. Goal: To enhance the rigor and academic integrity of instruction.

__X__ B. Goal: To provide increased support for scholarly activity.

____ C. Goal: To provide increased support for service.

__X__ D. Goal: To provide increased support for professional development.

__X__ E. Goal: To be aware of and respond to trends affecting education.

II. Administration and Organization

____ A. Goal: To review and, where appropriate, restructure academic and administrative organizational policies.

____ B. Goal: To review and, where appropriate, restructure functions and responsibilities within administrative positions.

III. Recruitment, Admissions, Retention

__X__ A. Goal: To communicate the image of PSU effectively to its significant publics.

____ B. Goal: To attract and retain qualified students for graduate and undergraduate degree and non-degree programs.

IV. Funding

____ A. Goal: To assure that University funding reflects the University objectives and priorities.

V. Organizational Climate

____ A. Goal: To develop and maintain a climate which fosters productivity and student satisfaction.

____ B. Goal: To develop and maintain a climate which is conducive to the recruitment, productivity, and retention of high quality faculty and staff.

Organizational Unit: Psychology & Counseling Department Page 5 of 12

Date : November 1, 1987

GOAL I, A: To enhance the rigor and academic integrity of instruction.

Objectives, Strategies, Time Frames	Additional Resources	Additional Funds
OBJECTIVE 1: To strengthen and enhance the attractiveness of existing graduate training programs by planning, reorganizing, and systematizing marriage and family therapy training experiences. STRATEGY 1: To provide a formal specialization option in marriage and family therapy as a part of continuing departmental offerings which will allow students to seek external credentialing of their work. STRATEGY 2: To plan the integration of the current special project in marriage and family therapy training into regular course offerings. STRATEGY 3: To systematize these offerings into a formal specialization option within existing graduate training programs. STRATEGY 4: To increase our delivery of clinical service and improve our clinical facilities in order to enhance our training mission and better serve the community. STRATEGY 5: To continue leadership and participation in community activities, programs, and organizations designed to support family wellness and supportive of departmental training efforts in marriage and family work (e.g., Well-Community Council and Early Marriage Training Program). STRATEGY 6: To continue and expand cooperative arrangements with community agencies and schools in order to coordinate student and faculty field experiences and training opportunities as well as to provide agency professionals with continuing education opportunities in marriage and family work. STRATEGY 7: To seek the continuation of support of the Department of Psychology and Counseling summer course offerings in specialized areas. This will allow us to continue to bring in marriage and family experts of national reputation (e.g., Ramon Corrales, Larry Ro-Trock, Virginia Satir, Robert Subby) to provide supplementary short intensive courses for faculty, area professionals, and students.	1. Part-time sections to bring the coursework currently taught on voluntary faculty overload under the normal staffing procedures. 2. Summer school salary funds to hire nationally-known experts to provide intensive short courses in marriage and family work (but not to detract from funding and hiring special faculty in other areas of importance).	1. $4,800 2. $10,000

Organizational Unit: Psychology & Counseling Department Page 6 of 12

Date : November 1, 1987

GOAL I, A: To enhance the rigor and academic integrity of instruction

Objectives, Strategies, Time Frames	Additional Resources	Additional Funds
RESPONSIBLE INDIVIDUALS: Dr. Shoemaker, Dr. Ward Dr. Galloway, Dr. Sheverbush. **COMPLETION DATE:** June 30, 1990 ********** **OBJECTIVE 2:** To improve the academic quality and rigor of General Psychology courses. **STRATEGY 1:** Staff and run laboratory components with each General Psychology Class, increasing to a four-credit hour course (3 hours lecture, 1 hour lab.) by spring, 1990. **STRATEGY 2:** To sequentially establish laboratory components in General Psychology classes. **STEP 1:** Infuse laboratory exercises into each General Psychology section, incorporating paid graduate assistants for staffing of labs and purchasing updated laboratory materials and computer software - spring, 1990. **STEP 2:** Decrease student/faculty ratio. Further upgrade materials - spring, 1990. **RESPONSIBLE INDIVIDUALS:** All faculty teaching General Psychology courses. **COMPLETION DATE:** June 30, 1990 **********	Two graduate assistants (academic credit only) not paid Six graduate assistants (academic credit only) not paid. Two full-time graduate assistants Computer software to accompany Gerow series. One full-time faculty member. Two full-time graduate assistants	$ 25 Materials/ supplies $ 75 materials/ supplies $ 8,000 $ 1,500 $30,000
OBJECTIVE 3: To establish a computer-assisted laboratory primarily to improve academic rigor and integrity of General Psychology University service courses and also to support laboratory instructions in Psychology of Learning, Physiological Psychology, Foundations of Tests and Measurement, Individual Mental Tests, Clinical Psychology, and Materials and Techniques of Counseling. **STRATEGY 1:** To provide fifteen, two-student microcomputer stations, other computer peripherals and appropriate statistical, tutorial and simulation software.	Technical assistin some installations	$12,000 (11,378)

Organizational Unit: Psychology & Counseling Department Page 7 of 12

Date : November 1, 1987

GOAL I, A: To enhance the rigor and academic integrity of instruction.

Objectives, Strategies, Time Frames	Additional Resources	Additional Funds
STRATEGY 2: Submit an NSF Instrumentation Grant (to be matched by University funding) for the purchase of hardware, peripherals and software. **STRATEGY 3:** If NSF fails (this is our third submission), we still require PSU funding in order to achieve this objective. We have attemped for three years to secure outside funding in order not to draw from the University budget, however, our laboratory needs cannot go unmet any longer. **RESPONSIBLE INDIVIDUALS:** Drs. Taylor and Connelly **COMPLETION DATE:** November 1, 1989		
**********		
OBJECTIVE 4: Build quality book collections in family therapy and social psychology and improve other areas needed to teach graduate courses. **STRATEGY 1:** Departmental faculty will develop a list of the most important books to complete our collection in order for it to meet graduate level standards. **STRATEGY 2:** Department chairperson will request monies from PSU foundation and will also raise money from Psychology and Counseling alumni. **RESPONSIBLE INDIVIDUALS:** Department chair and all faculty **COMPLETION DATE :** Continuing	Books	$ 10,000
**********		
OBJECTIVE 5: Establish an annual operating budget for the testing library at Axe Library. **STRATEGY 1:** To provide a comprehensive, up-to-date testing library for all students on campus, as well as Psychology and Counseling majors, with the greatest ease of access. **RESPONSIBLE INDIVIDUALS:** Dr. Sheverbush **COMPLETION DATE:** Fall, 1989		$ 1,000

Organizational Unit: Psychology & Counseling Department

Date : November 1, 1987

GOAL I, A: To enhance the rigor and academic integrity of instruction.

Objectives, Strategies, Time Frames	Additional Resources	Additional Funds
OBJECTIVE 6: Continue Impact Assessment efforts **STRATEGY 1:** To continue to develop pre-post assessment in appropriate courses. **RESPONSIBLE INDIVIDUALS:** All department faculty **COMPLETION DATE:** Spring, 1990 **********	None	None
OBJECTIVE 7: Create an environment where international students and students who need special academic support services can achieve their academic objectives. **STRATEGY 1:** Reevaluate the policy for admission and retention of international students. **STRATEGY 2:** Reevaluate academic support services available through the department in order to propose changes in 1989. **STRATEGY 3:** Departmental faculty committees will evaluate both of these areas and report back to the department with specific proposals. **RESPONSIBLE INDIVIDUALS:** Academic Support Committee (Dr. Sparks, Dr. Solly, Dr. Lindskog) International Students Committee (Dr. Galloway, Dr. Hoyer, Dr. Shoemaker) **COMPLETION DATE:** Fall, 1989 **********	None	None

Organizational Unit: Psychology & Counseling Department

Date : November 1, 1987

GOAL I, B: To provide increased support for scholarly activity.

Objectives, Strategies, Time Frames	Additional Resources	Additional Funds
OBJECTIVE 8: To increase the amount of research done by students within the department. **STRATEGY 1:** To continue to run an annual paper competition. **STRATEGY 2:** To provide support for students research grants. **STRATEGY 3:** To encourage student research at the regional level. **STRATEGY 4:** To provide support for student travel. RESPONSIBLE INDIVIDUALS: Drs. Solly, Connelly, Hoyer, and Lindskog **COMPLETION DATE:** Spring, 1990 **********	None	$ 500 ($500)
OBJECTIVE 9: Encourage senior level undergraduate students to write senior theses. **STRATEGY 1:** Make all seniors aware of the senior thesis option and particularly those who wish to continue in graduate school. **RESPONSIBLE INDIVIDUALS:** All departmental faculty **COMPLETION DATE:** Fall, 1989 **********	None	None
OBJECTIVE 10: Provide collegial support for scholarly activity among faculty. **STRATEGY 1:** Develop a prereview committee for manuscripts to help faculty prior to submission of grants and manuscripts for publication. RESPONSIBLE INDIVIDUALS: All faculty **COMPLETION DATE:** Fall, 1989	None None	None None

Organizational Unit: Psychology & Counseling Department Page 10 of 12

Date : November 1, 1987

GOAL I, D: To provide increased support for professional development.

Objectives, Strategies, Time Frames	Additional Resources	Additional Funds
OBJECTIVE 11: Increase expertise of faculty in specific areas of professional development. **STRATEGY 1:** Invite faculty to attend summer workshops on teaching new concepts in the areas of alcoholism, family therapy and suicide prevention. **STRATEGY 2:** Allow faculty to sit in on workshops at no cost. **RESPONSIBLE INDIVIDUALS:** All faculty **COMPLETION DATE:** Continuing **********	None	None

Organizational Unit: Psychology & Counseling Department Page 11 of 12

Date : November 1, 1987

GOAL I, E: To be aware of and responsive to trends affecting education

Objectives, Strategies, Time Frames	Additional Resources	Additional Funds
OBJECTIVE 12: To maintain CACREP accreditation of the M.S. in Counseling (Community Agency Counseling) degree. **RESPONSIBLE INDIVIDUALS:** Dr. Ward (Chair, Counseling Committee), Dr. Sheverbush, Dr. Galloway, Dr. Sparks **COMPLETION DATE:** Spring, 1990 **********	Renewal fee	$ 50
OBJECTIVE 13: Increase laboratory space necessary for family therapy research and clinic. **STRATEGY 1:** Create four rooms in space available in Shirk Hall to conduct research and develop clinical experiences for students. **STRATEGY 2:** Implement a plan for utilization of the space. **RESPONSIBLE INDIVIDUALS:** Dr. Sheverbush and faculty **COMPLETION DATE:** Fall, 1989 **********	Four one-way mirrors Two sets of video/ audio equipment	$ 2,400 $ 6,000

Organizational Unit: Psychology & Counseling Department

Date : November 1, 1987

GOAL III, A: To communicate the image of PSU effectively to its significant publics

Objectives, Strategies, Time Frames	Additional Resources	Additional Funds
OBJECTIVE 14: Communicate the image of the Psychology and Counseling Department effectively to its significant publics.		
STRATEGY 1: Provide tours of the department for high school and community college psychology classes.	None	None
RESPONSIBLE INDIVIDUALS: Dr. Sheverbush and graduate assistants		
STRATEGY 2: Faculty give talks on relevant subjects at community colleges and high schools.	None	None
RESPONSIBLE INDIVIDUALS: All department faculty		
STRATEGY 3: Utilize Service Centers to teach core undergraduate and graduate courses off campus.	None	None
RESPONSIBLE INDIVIDUALS: Dr. Sheverbush and faculty		
STRATEGY 4: Open paper competition to community colleges.	None	None
RESPONSIBLE INDIVIDUALS: Drs. Solly and Lindskog		
STRATEGY 5: Update brochures, with assistance of Enrollment Management/Marketing areas.	Printing	$ 1,000
RESPONSIBLE INDIVIDUALS: Dr. Sheverbush and graduate assistants		
COMPLETION DATE: Continuing		
**********		

UPCC UNIT EVALUATION FORM

Date: 12-1-87

Organizational Unit: Dept of Psychology + Counseling

Unit Administrator: Robert L Sheerbush, Chairperson

UNIVERSITY GOALS		COMMENTS
I. Academic	A	In re more faculty positions, what is the faculty load vs. student hours/major; are 2 positions requested? (1) Experimental/Cognitive *
	B	Summer # (10K) could be fee-generating [illegible]
	C	
	D	
	E	CACREP fee $50 from ODE
II. Administration & Organization	A	
	B	
III. Recruitment, Admis., Retention	A	
	B	
IV. Funding	A	
V. Organizational Climate	A	
	B	

(continued)

* **SUMMARY:** position (2) an additional General Psych position)? If so, where is the funding request for the Exp/Cognitive person? What is the rationale for a lab for General Psych? Is the computer-assisted lab already approved through last year's plan? In re the $15,000 request for books, there may be problems in building individual departmental libraries, although we do recognize the need for the volumes. It seems more appropriate to build the university library, and to put this request there.

What are the figures in parentheses under 'additional funds'? Do these reduce the amount of additional funding actually requested?

The need for quality brochures (especially regarding the undergraduate program) is recognized. The funding request for this area actually seems understated: we would recommend $2,000, not $1,000

We applaud departmental accomplishments - again, with regard to the request for OE increase, we would like to see faculty load vs headcount/major, relationship to rest of campus etc.

UPCC UNIT EVALUATION FORM

Date: February 1, 1988

Organizational Unit: Department of Psychology and Counseling

Unit Administrator: Robert L. Sheverbush*

UNIVERSITY GOALS		COMMENTS
I. Academic	A.	We support part-time positions to allow faculty to move in the area of family therapy ($4,800). We recommend supplies and software for General Psychology Labs ($1,600). We support one unclassified position in General Psychology (to free senior faculty for family therapy efforts) at $30,000.

SUMMARY

The planning document is thorough, comprehensive and well written. We applaud the efforts for the third consecutive year to attempt to receive outside funding through a grant to provide microcomputer needs.

The prominent program in the Department at this time appears to be Family Therapy. This program will not only enhance the stature of the Department, but will offer a very valuable service to the community and region. From a strategic perspective, this will need support now and in the near future.

UNIVERSITY PLANNING AND COORDINATING COMMITTEE

Sub-Committee Unit Assignments

Group I: Academic Units (14) (4 Members)

Units:

- Dean, Education
- Curriculum and Instruction
- Health, Physical Education and Recreation
- Psychology and Counseling
- Special Services and Administrative Studies

- Dean, Arts and Sciences
- Art
- Communication
- English
- Foreign Languages
- History
- Home Economics
- Social Science
- Music

Group II: Academic Units (17) (6 Members)

Units:

- Dean, Business & Economics
- Computer Science and Information Systems
- Business Administration
- Economics
- Accounting

- Dean, Technology and Applied Science
- Technical Education
- Printing (Academic)
- Industrial Arts and Technology
- Engineering Technology

* Dean of Arts and Science

- Biology
- Chemistry
- Mathematics
- Nursing
- Physics
- Military Science

Group III: Units reporting to Vice President, Academic Affairs; Vice President, Student Affairs; Vice President, Business and Fiscal Affairs (18) (6 Members)

Units:

- Residential Life
- Placement and Student Development
- International Student Services
- Production Printing
- Physical Plant
- Management Information Services
- Student Center
- University Police & Parking Service
- Student Life
- Facilities Planning
- Business Office
- Budget Office
- Personnel

- Dean, Graduate School
- Registrar
- Library
- Dean, Continuing Studies
- Instructional Media

Group IV: Units reporting to the President's Office (9) (3 Members)

Units:
- Development
- Alumni Relations
- Athletics
- Enrollment Services
- Financial Aid
- Institutional Research
- Admissions
- Equal Opportunity and Affirmative Action
- Public Affairs and Information

* The Dean of Arts and Sciences will work with Group I and II.

University Planning and Coordinating Committee
Meetings with Unit Supervisors
1988

All meetings will be held in the Crimson Room of the Overman Student Center. A luncheon is scheduled for each day (Wednesday, Thursday, Friday).

Wednesday, January 6

8:30 a.m. -- Suzan Schafer, Continuing Studies

9:00 a.m. -- Doris Bergen, Graduate Studies

9:30 a.m. -- Don Cash, Accounting

10:00 a.m. -- Paul Parker, Curriculum and Administration

10:30 a.m. -- Richard Welty, Arts and Sciences

11:00 a.m. -- Tom Walther, History

11:30 a.m. -- Jim Triplett, Biology

LUNCH

Thursday, January 7

8:30 a.m. -- Vern Goold, Engineering Technology

9:00 a.m. -- Harry Krug, Art

9:30 a.m. -- Dale Lemons, Industrial Arts and Technology

10:00 a.m. -- Charles Fischer, Economics

10:30 a.m. -- Jesse Hudson, Technical Education

11:00 a.m. -- Steve Duffy, International Student Services

11:30 a.m. -- Bob Keith, Management Information Systems

LUNCH

1:00 p.m. -- Teresa Massa, Equal Opportunity

1:30 p.m. -- Richard Hay, Institute for Economic Development

2:00 p.m. -- Terry Mendenhall, Business Administration

2:30 p.m. -- Terry Mendenhall, Business and Economics

3:00 p.m. -- Mike Shonrock, Student Life

3:30 p.m. -- Cherie Branson, Student Health Center

University Planning and Coordinating Committee
Meetings with Unit Supervisors
1988

Friday, January 8

8:30 a.m. -- Ellen Carter, Public Affairs and Information

9:00 a.m. -- Gary Carlat and Larry Nokes, Facilities Planning and Physical Plant

9:30 a.m. -- Larry Nokes and Gary Carlat, Physical Plant and Facilities Planning

10:00 a.m. -- Charles Kofoid, Education

10:30 a.m. -- Sue Hippensteel, Home Economics

11:00 a.m. -- Paul Lawrence, Instructional Media

11:30 a.m. -- Walter Clark, Business Office

LUNCH

1:00 p.m. -- Dennis Franchione, Intercollegiate Athletics

1:30 p.m. -- Dave Vequist, Printing (academic)

2:00 p.m. -- Dave Vequist, Printing (production)

2:30 p.m. -- Felix Dreher, Computer Science/Information Systems

3:00 p.m. -- Vic Sullivan, Technology and Applied Science

3:30 p.m. -- Steve Henderson, Enrollment Management

4:00 p.m. -- Robert Wilkinson, Institutional Research

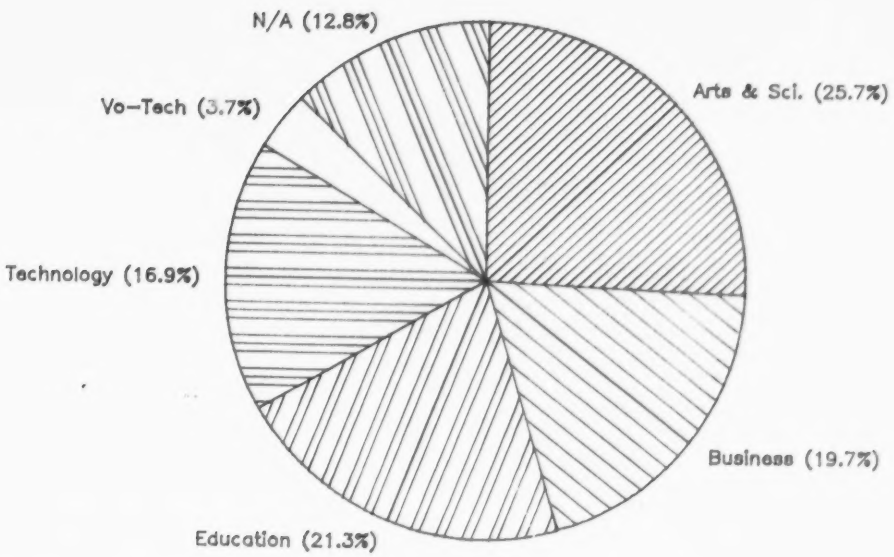
Department Profiles -- Pittsburg State University

	1984 1985	1985 1986	1986 1987	1987 1988	1988* 1989
Department:					
Majors					
Lower					
Upper					
Grad.					
Total					
Credit Hours					
Lower					
Upper					
Grad.					
Total					
Degrees Awarded					
Cert.					
A.A./A.S.					
Bachelor's					
Master's					
Ed. Spec.					
Total					
FTE Faculty					
G.A.'s FTE					
FTE Classified					
Student Workers					
Salaries					
Faculty					
Classified					
G.A.					
Student					
Student(R)					
Total					
OOE					
OOE(R)					

* These are budgeted and not actuals
(R) = Restricted

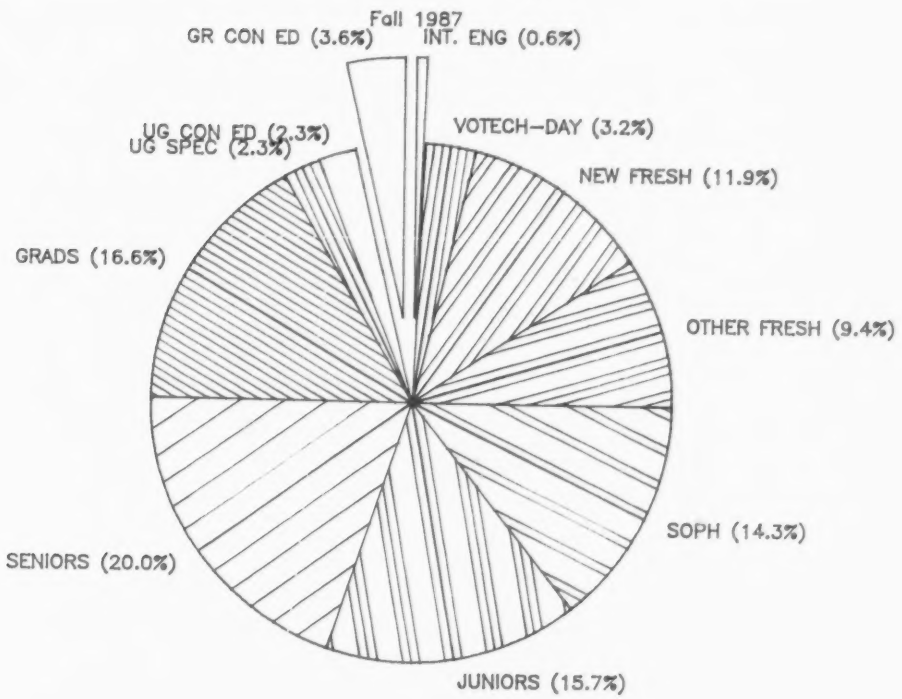
Student Distribution by School

Fall 1987



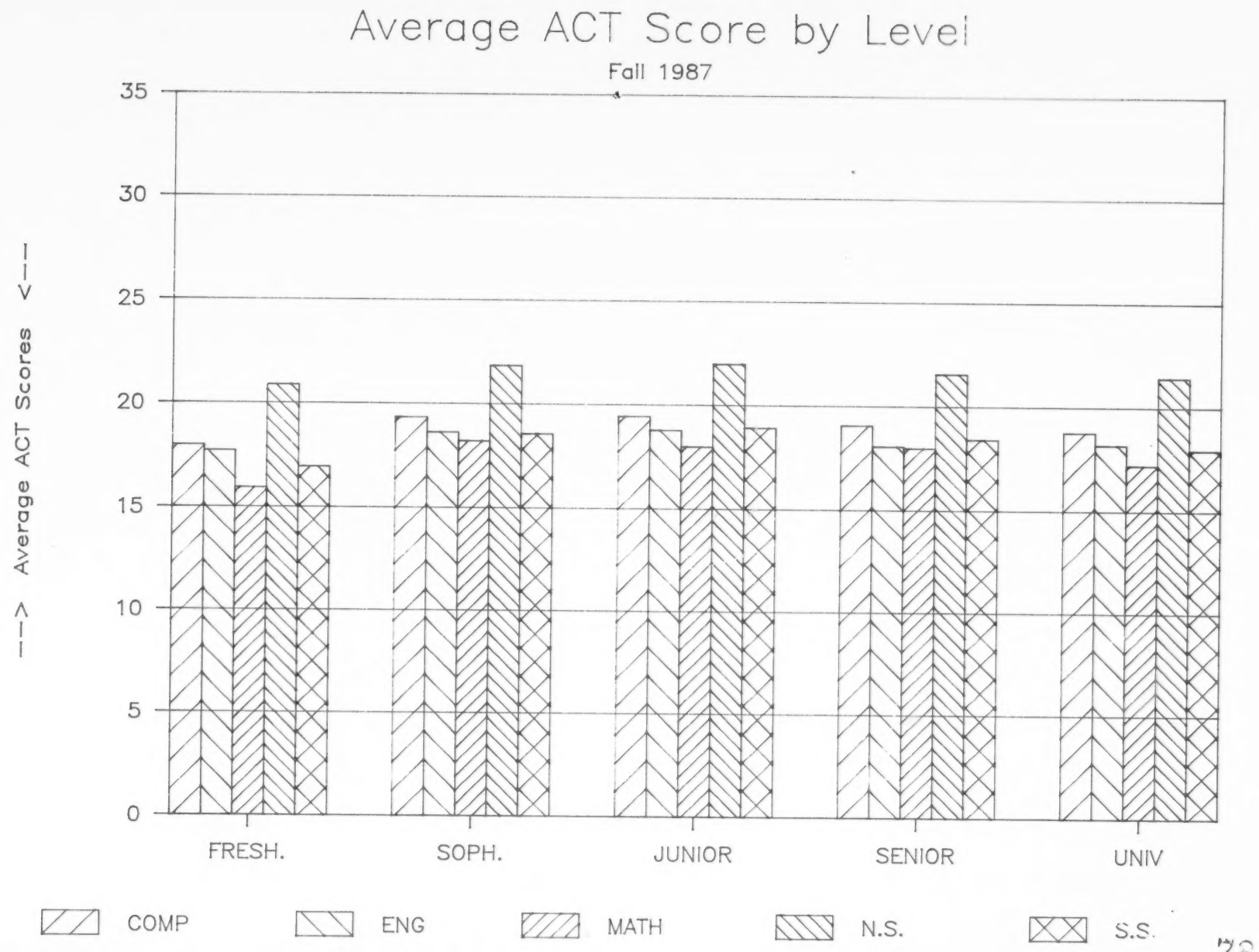
Student Distribution by Level

Fall 1987



AVERAGE ACT SCORES
FALL 1987 STUDENT DATA
PREPARED BY THE OFFICE OF INSTITUTIONAL RESEARCH
SOURCE: 20TH DAY STUDENT FILE

	ACT COMPOSIT		ACT ENGLISH		ACT MATH		ACT NATURAL SCI.		ACT SOCIAL SCI.	
	MEAN	N	MEAN	N	MEAN	N	MEAN	N	MEAN	N
CLASS										
FRESHMEN	17.97	838	17.70	829	15.93	829	20.90	827	16.93	829
SOPHOMORES	19.35	479	18.63	465	18.20	465	21.87	465	18.56	465
JUNIORS	19.45	405	18.77	380	17.99	379	22.01	379	18.92	379
SENIORS	19.08	427	18.07	406	18.00	406	21.59	406	18.42	406
SCHOOL AVERAGE	18.78	2149	18.18	2080	17.21	2079	21.45	2077	17.95	2079


Average ACT Score by Level
Fall 1987
35
30
25
20
15
10
5
0
<-- Average ACT Scores -->
FRESH.
SOPH.
JUNIOR
SENIOR
UNIV
COMP
ENG
MATH
N.S.
S.S.

STUDENT CREDIT HOUR PRODUCTION
ACADEMIC YEARS 1982-83 TO 1987-88
SOURCE: 20TH DAY LOAD REPORTS

		ACADEMIC YEAR					
		1982-83	1983-84	1984-85	1985-86	1986-87	1987-88
		SCH	SCH	SCH	SCH	SCH	SCH
SCHOOL:							
ARTS & SCIENCES	LOWER	37,660	40,144	36,251	36,737	39,052	42,914
	UPPER	15,040	15,953	15,327	16,973	17,573	17,490
	GRAD-1	3,551	4,554	4,515	4,750	4,815	4,288
	GRAD-2	33	24	17	21	22	27
	TOTAL	56,284	60,675	56,111	58,481	61,463	64,719
BUSINESS & ECONOMICS	LOWER	9,302	9,661	9,489	8,685	8,555	8,580
	UPPER	12,160	12,273	12,035	12,593	13,539	13,574
	GRAD-1	471	454	303	351	522	519
	GRAD-2	435	588	507	648	609	975
	TOTAL	22,368	22,976	22,334	22,277	23,225	23,648
EDUCATION	LOWER	6,889	7,086	8,122	7,061	7,311	8,203
	UPPER	8,939	10,234	11,448	10,202	10,797	11,539
	GRAD-1	6,126	9,715	9,732	10,336	10,346	10,597
	GRAD-2	276	584	483	703	798	619
	TOTAL	22,230	27,619	29,785	28,302	29,252	30,958
TECHNOLOGY	LOWER	4,624	5,166	5,176	5,839	6,478	6,852
	UPPER	6,650	6,462	5,686	5,904	7,886	9,623
	GRAD-1	3,348	3,874	3,683	4,020	4,296	2,225
	GRAD-2	123	75	58	148	211	129
	TOTAL	14,745	15,578	14,603	15,911	18,871	18,829

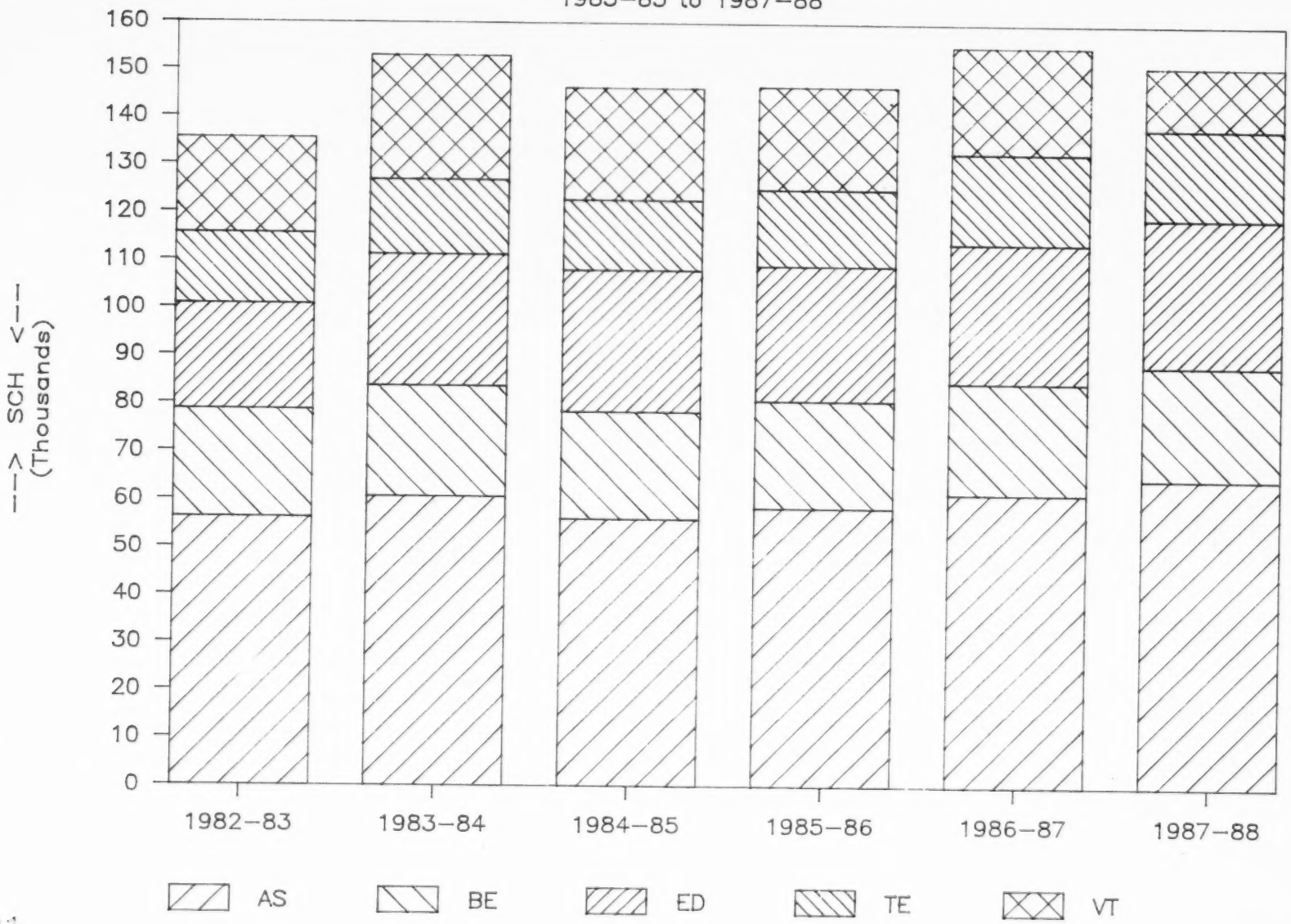
(CONTINUED)

STUDENT CREDIT HOUR PRODUCTION
ACADEMIC YEARS 1982-83 TO 1987-88
SOURCE: 20TH DAY LOAD REPORTS

		ACADEMIC YEAR					
		1982-83	1983-84	1984-85	1985-86	1986-87	1987-88
		SCH	SCH	SCH	SCH	SCH	SCH
SCHOOL:							
VO-TECH	LOWER	19,991	26,133	23,585	21,562	22,477	13,114
	UPPER	0	0	0	0	0	0
	GRAD-1	0	0	0	0	0	0
	GRAD-2	0	0	0	0	0	0
	TOTAL	19,991	26,133	23,585	21,562	22,477	13,114
ALL	LOWER	78,466	88,190	82,624	79,884	83,874	79,663
	UPPER	42,789	44,922	44,496	45,672	49,795	52,226
	GRAD-1	13,496	18,597	18,233	19,457	19,979	17,629
	GRAD-2	867	1,271	1,065	1,520	1,640	1,750
	TOTAL	135,619	152,981	146,418	146,534	155,288	151,268

Student Credit Hour Production

1983-83 to 1987-88



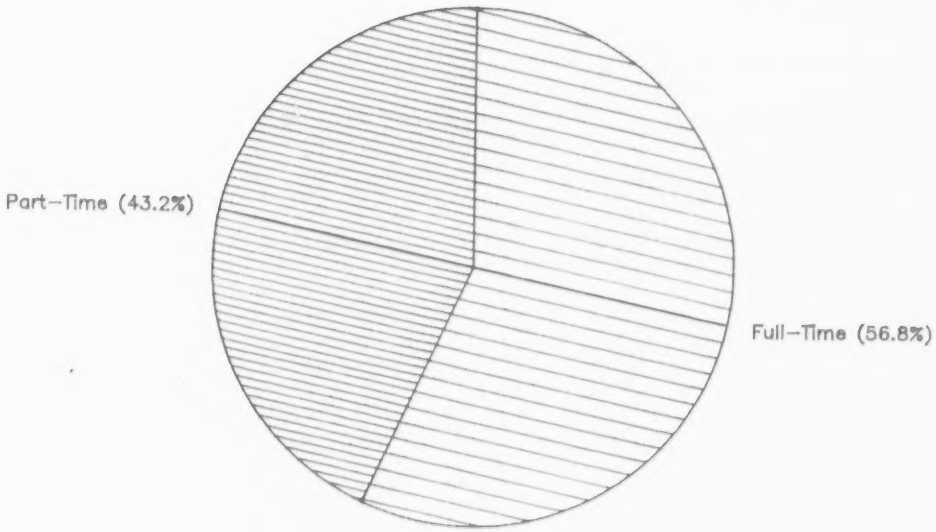
81

82

First-Time Entering Freshmen

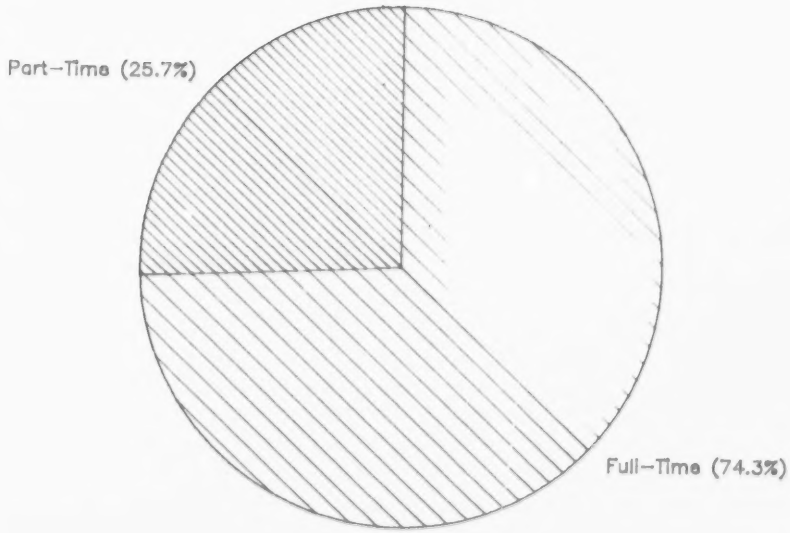
Percent Full–Time to Part–Time

Fall 1983



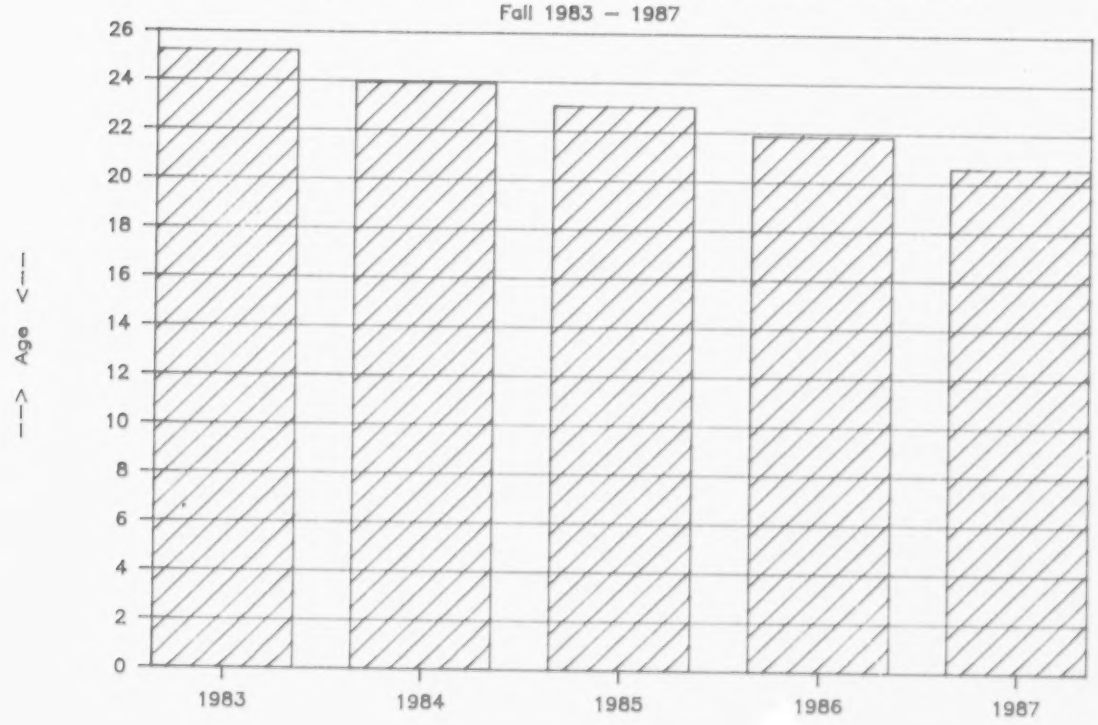
Percent Full–Time to Part–Time

Fall 1987



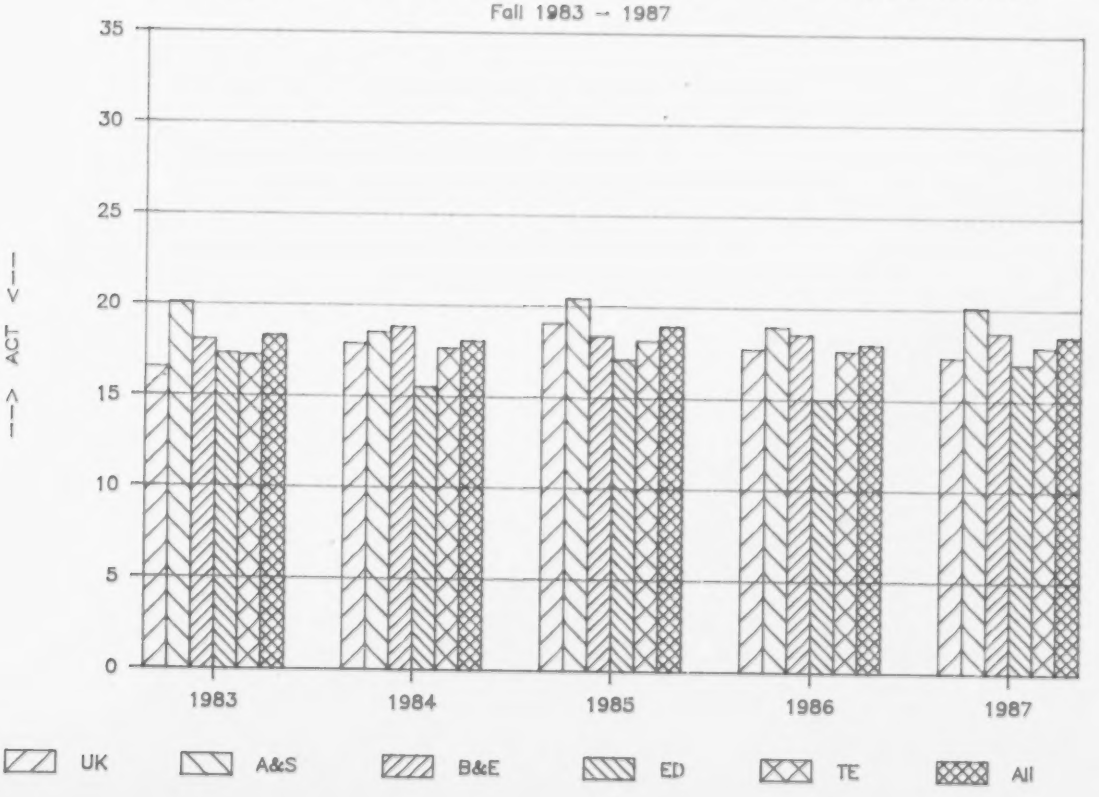
Average Age -- First-Time Freshmen

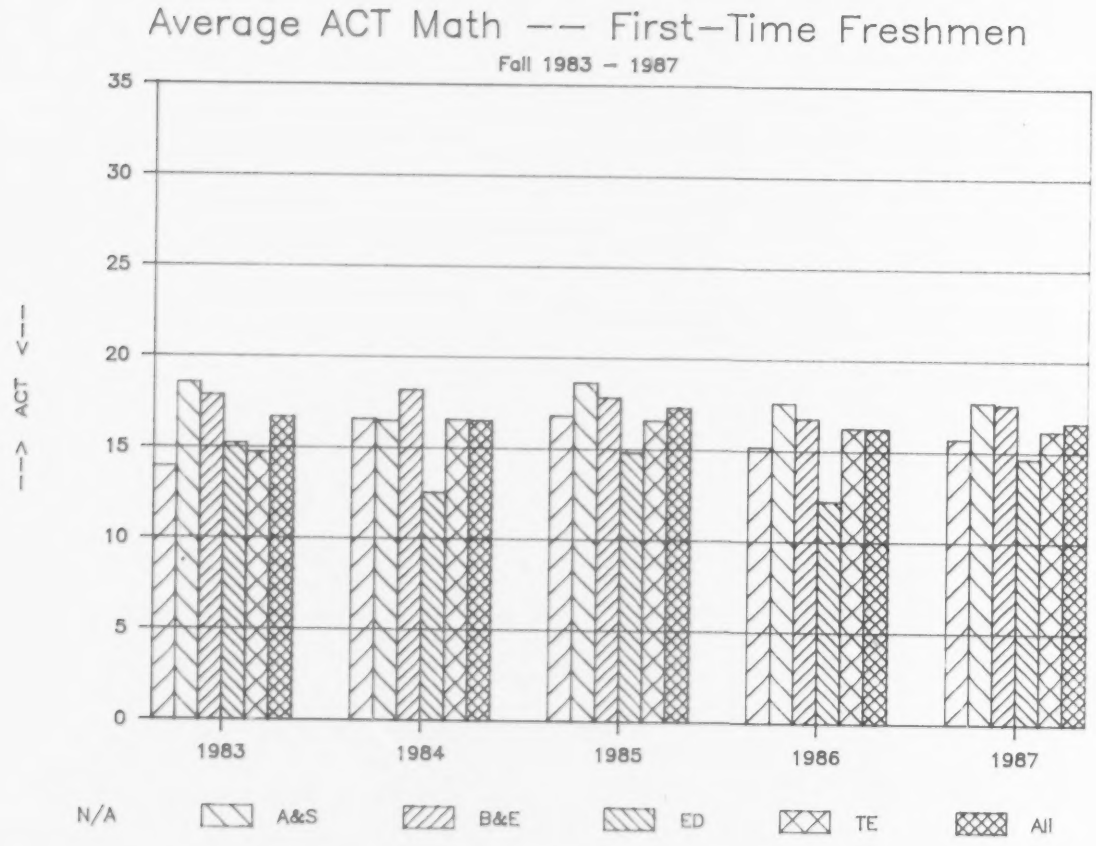
Fall 1983 - 1987

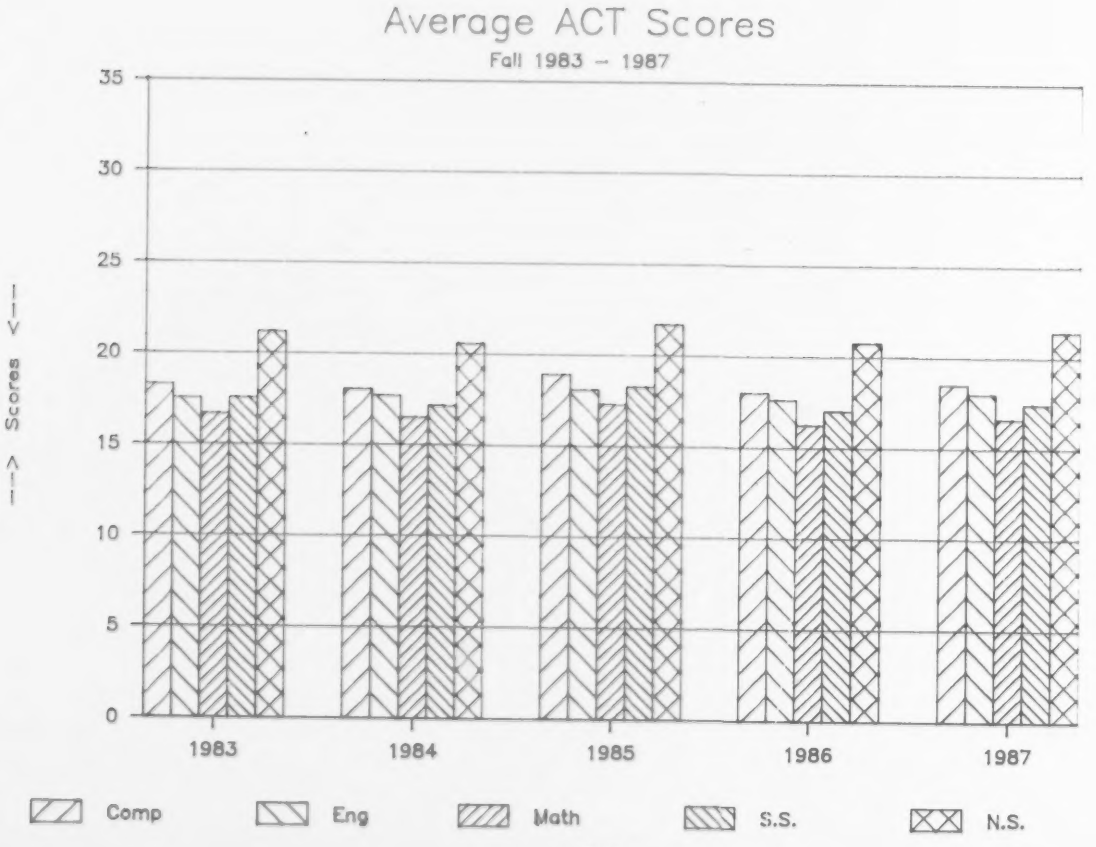


Average ACT Comp -- Frist-Time Freshmen

Fall 1983 - 1987




Average ACT Math -- First-Time Freshmen
Fall 1983 - 1987
ACT Avg
35
30
25
20
15
10
5
0
1983
1984
1985
1986
1987
N/A
A&S
B&E
ED
TE
All


Average ACT Scores
Fall 1983 - 1987
Scores Avg
35
30
25
20
15
10
5
0
1983
1984
1985
1986
1987
Comp
Eng
Math
S.S.
N.S.

ENVIRONMENTAL SCANNING

Environmental scanning can be conceived as a systematic procedure for acquiring and analyzing information about the external environment of the institution, the knowledge of which will assist the University in charting its future course. Wilson, I. (1983) identified six critical characteristics of environmental scanning.

1. It should be integrated into the decision-making process and be a strategic planning effort.
2. It should be relevant to current, as well as emerging, strategic issues.
3. It should be holistic, rather than piecemeal.
4. It should include general scanning of broad trends and targeted monitoring of specific events.
5. It should be exploratory, rather than predictive.
6. It should include qualititative interpretation, as well as quantitative data analysis.

There are other factors which seem to hold merit as well. The process should be intuitive, creative, and strategic at all times. It should be an open process that is representatively staffed. Efforts should always be made to maintain cost-effectiveness. The model needs to be organizationally well placed, and the membership should be politically sensitive.

Environmental scanning typically looks at the areas of sociocultural, technological, political, economic and higher educational issues of strategic importance to an institution. Many sources of information are available for scanning these factors. A key element is to look as much as possible to the

primary sources rather than secondary sources, e. g., journals and databases as opposed to newspapers and more popular magazines. While issues impacting the short term management of the institution are relevant, it is particularly important to keep an eye on the future strategic trends which may be emerging more slowly and subtlely.

The process must involve open, representative, and autonomous participation. It is important to involve the expertise from discipline based faculty in various groups. A caution which should be noted, however, is that very large, volunteer groups can create much diversity with diminished efficiency. Proper group management can often overcome this obstacle. See the last two pages for a complete listing of participants.

The model provides for the creation of small scanning groups (one per area to scan) with a member of UPCCIII as Chair of each. Membership includes faculty and staff with specific and useful expertise and individuals with a broader University perspective. Scanning groups will screen the vast array of information and reduce it to its most salient issues. These would be brought to UPCCIII for review. With the help of the membership, the Chair of the UPCCIII would consolidate the information into a Report to the President.

It is essential that the Report by useful and accessible to busy administrators, as well as others. Most likely a crisp, executive summary format would be best, supported by additional comprehensive data should it be desired. The Report should be careful to direct its comments to facts and alternatives, not action plans. It is the final step by the President which creates action plans for the University. The scanning process should involve neutral observers who are at the service of all parties. Periodic, perhaps quarterly, newsletters should

probably be distributed campus-wide to facilitate communication within the University community. This would help ensure an open process and perhaps as importantly expose faculty and staff to a more strategic perspective of Pittburg State University.

A particularly important caution is that the process of open debate and interaction must not be lost in an effort to expediently generate a final and tangible product.

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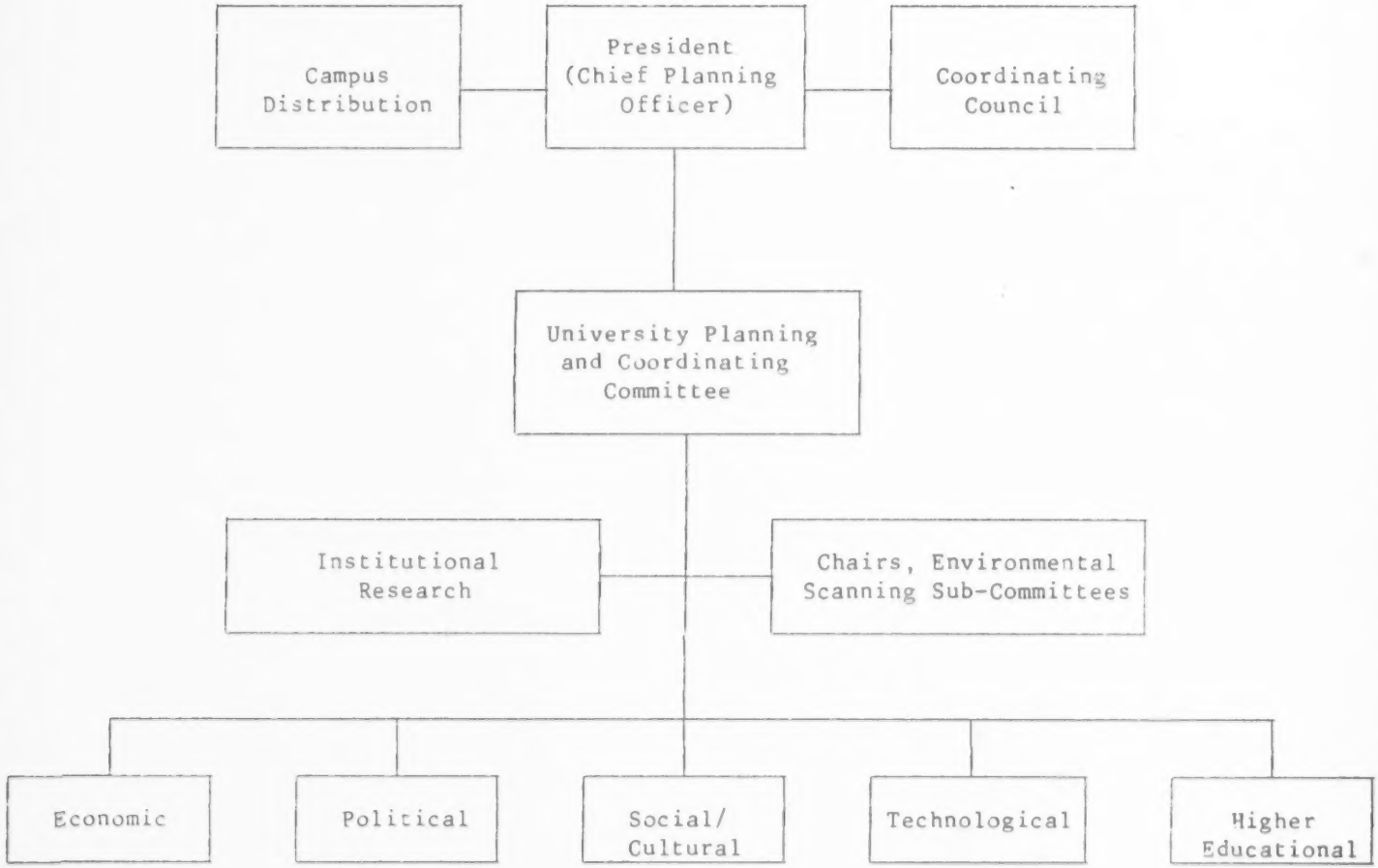

Figure 5. The Environmental Scanning Model.

REPORT TO PRESIDENT WILSON

University Planning and Coordinating Committee II

Pittsburg State University

February, 1988

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APPENDIX A

MEMBERSHIP ROTATION POLICY

UNIVERSITY PLANNING AND COORDINATING COMMITTEE II
MEMBERSHIP ROTATION POLICY

The University Planning and Coordinating Committee II has five major areas of responsibility in service to Pittsburg State University:

(1) To oversee the coordination of unit strategic planning efforts,

(2) To be an advocacy group for units that are contributing to the overall mission of the University,

(3) To identify major University initiatives and priorities,

(4) To make recommendations to the President regarding strategic decision making and funding, and

(5) To inform the President of future issues and alternatives by monitoring the external environment.

Members of UPCCII must be committed to these responsibilities and willing to devote considerable time to them. With these obligations in mind, the following membership rotation policies have been established.

Length of Appointment

Members would agree to serve for a period of three calendar years. If a member should resign early, if at all possible, their replacement would be found from the same School/College to complete the current term.

Rotation

One-third of the membership (six of 18 appointments) will be replaced annually. Rotation will occur each year immediately after the Report to the President has been submitted (February - March).

Representation

Membership will include administrators, faculty, staff, undergraduate and graduate students and alumni. Administrative representation will not exceed faculty representation. Each School/College will always have membership with consideration given to its relative representation on campus. Efforts will be made to appoint persons from units not currently on the Committee. All units, however, are eligible for appointment each year. Student representation will include the Student Government Association President and the Graduate Student Association President.

Attendance

Conscientious attendance is essential to the success of the Committee. Members who do not attend regularly are subject to replacement by the Chairperson. The alumni member and other non-member individuals serving in advisory capacities will be required to attend appropriate selected meetings only. If the Student Government Association President or the Graduate Student Association President cannot attend, a designee will be present to ensure student government representation.

Organizational Structure

The Committee shall consist of a Chairperson appointed by the President (the length of his/her appointment determined by the President), a Vice Chairperson appointed by the President to serve a one-year term subject to reappointment, and 17 regular members.

Persons serving intermittently in advisory capacity shall not be members. If the Chairperson or Vice Chairperson must temporarily be absent for an extended period of time (sabbatical, leave of absence, etc.), the Vice Chairman will assume the position of Interim Chairperson.

All membership rotation policies are subject to the approval of the President and may at any time be overridden by the President.

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